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ABSTRACT

A national survey concerning the experiences of young adult Southeast Asian refugees during their first 2 years in the United States is reported. The study gathered information in 11 cities from 6 groups: state refugee coordinators, voluntary agencies and mutual assistance associations, higher education representatives (adult education, community and junior colleges, and vocational institutions), high school educators, employers, and the young adults. The report presents results from each of these groups separately and summarizes the findings. A major finding was that all respondents identified English language training as the most important refugee resettlement need. Additional findings were that: (1) most young adult refugees attended school during their first 6 months of resettlement, and after 18 months, more than a third were in school; (2) English and understanding rules and regulations are the two main difficulties of new arrivals, both in school and on the job; and (3) recommendations for additional offerings in the refugee processing centers included more English instruction, cultural orientation, and vocational training, specifically focusing on career planning, the U.S. school system, U.S. laws and legal system, social behavior, and the reality of living in the United States. The six survey forms are appended. (MSE)

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YOUNG ADULT REFUGEE SURVEY

FINAL REPORT

BUREAU FOR REFUGEE PROGRAMS
U.S. DEPARTMENT OF STATE

Prepared by:
Center for Applied Linguistics
Refugee Service Center
1118 22nd St NW
Washington, DC 20037

JANUARY 1988

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YOUNG ADULT REFUGEE SURVEY

FINAL REPORT
January 1988

Prepared for:

Bureau for Refugee Programs
U.S. Department of State

Prepared by:

Center for Applied Linguistics
Refugee Service Center
1118 22nd Street, N.W.
Washington, D.C.

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We wish to express our gratitude to each of the eleven field assistants for their phenomenal effort in gathering the data. In only three weeks, during July and August when schools are closed and most families take vacation, the field assistants disseminated all questionnaires, interviewed a range of 11-24 professionals, selected bi-lingual interviewers for the young adults and returned all data to CAL - on time! Their commitment and efficiency is deeply appreciated.

A special thank you to each of the 249 respondents who thoughtfully answered the many questions on the survey.

Recognition is also extended to all of the CAL staff members and consultant both inside and outside of the Refugee Service Center who contributed their talents and worked overtime to complete the data analysis.

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YOUNG ADULT REFUGEE SURVEY

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YOUNG ADULT REFUGEE SURVEY

EXECUTIVE SUMMARY

BACKGROUND

In June of 1987, the Department of State's Bureau for Refugee Programs, asked the Center for Applied Linguistics (CAL) to provide information about the experience of S.E. Asian young adult refugees (ages 17-22), during their first 18 months to two years in the United States. To gather the requested information, CAL developed and implemented a six part survey in eleven cities across the U.S. The results of the survey will be used initially at an October 1987 regional planning conference in Bangkok to inform curricula development.

Five parts of the survey were designed for target groups which either execute Indochinese refugee policy or serve refugees during early resettlement: state refugee coordinators (Form A), voluntary agencies and mutual assistance associations (Form B), higher education representatives---adult education, community/junior colleges, and vocational institutions (Form C), high school educators (Form D), and employers (Form F). A sixth survey was designed for young adult refugees, themselves (Form E). The latter was conducted in Vietnamese, Khmer, Hmong, and Laotian.

MAJOR FINDING

ALL OF THE 372 SURVEYS IDENTIFIED ENGLISH LANGUAGE TRAINING AS THE MOST IMPORTANT NEED FOR REFUGEES RESETTLING IN AMERICA.

- **Voluntary Agency and MAA personnel** identified learning English as the most serious problem the refugees face during their initial resettlement.
- **Employers** specified English ability as the number one qualification they looked for when hiring refugees; they also identified it as the most serious problem for current employees.
- **State Refugee Coordinators** stressed that the most important resettlement need for this age group is more ESL training with a greater emphasis on vocational ESL.
- **Adult, Community/Junior College, and Vocational training educators** mentioned English as the most needed skill; of the four English language skills (listening, speaking, reading, writing,) reading was most often listed as needed.
- **High school educators** said a lack of English was the most serious problem facing their refugee students. Working on oral English skills as well as reading and writing were among the strongest recommendations.
- **Young adult refugees**, themselves, in all four ethnic groups (Vietnamese, Cambodian, Laotian, Hmong), in every single place possible on the survey, identified learning English as the most important factor. This included answers to questions about everything from "most important thing learned in the camp", to "biggest problem", to "recommendations for future refugees coming to America."

ADDITIONAL FINDINGS

* Eighty-seven percent (87%) of the Southeast Asian young adults surveyed attended school during their first six months of resettlement - 57% went to high school. After 18 months in the U.S., 36% were in school.

* English as a Second Language and understanding rules and regulations were cited as the two main difficulties of new arrivals not only in school but also on the job.

* Respondents recommended that the Refugee Processing Centers add more to their current offerings in English as a Second Language, cultural orientation and vocational training. Specific suggestions for cultural orientation were:

  - career planning (decision-making, survival strategy)
  - U.S. school system
  - U.S. laws and legal system
  - social behavior (dress, dating, friends)
  - reality of living in the U.S.

YOUNG ADULT REFUGEE SURVEY
OVERVIEW

BACKGROUND

Since 1975, approximately 1,700,000 Vietnamese, Cambodian, and Laotian people have fled their home countries to seek asylum as refugees in nearby S.E. Asian countries. The great majority have been resettled by Western countries with the United States alone taking close to half. Presently, almost 150,000 remain in UN High Commissioner for Refugee camps in Thailand, Malaysia, Singapore, Hong Kong, Macau, Indonesia and the Philippines. An almost equal number of Cambodians are living in camps run by the UN Border Relief Organization just inside Thailand on the Thai/Cambodian border.

The majority of those refugees who are granted the opportunity to resettle in the United States currently spend several months in one of two refugee processing centers (RPCs) in S.E. Asia before they are flown to their resettlement destination. The larger, the Philippines Refugee Processing Center, is located four hours outside of Manila near the village of Morong on the Philippines' Bataan peninsula. The other, Phanat Nikhom, is located near Phanat Nikhom, a small farming community two hours outside of Bangkok, Thailand.

Since 1980, the Bureau for Refugee Programs (BRP) in the U.S.Department of State of the U.S. has sponsored programs to prepare adult refugees, ages 16-55, for resettlement in the U.S. In the RPCs, refugees take classes in English as a Second Language (ESL), Cultural Orientation (CO) and Work Orientation (WO).

In January 1985, in response to the growing number of problems facing adolescent refugee students entering U.S. schools, the Department of State added a special component to the overseas training program for 11 1/2-16 year olds. The new program, called Preparation for American Secondary Schools (PASS), had as its goal the preparation of adolescents for the transition to American secondary schools. The focus of instruction was on helping students develop the academic and social skills they would need during their initial period of enrollment. In the Philippines, a program was also initiated in 1987 for younger refugees, ages 6-11 1/2, Preparing Refugees for Elementary Programs (PREP).

As the training programs developed, it became evident that 17-19 year olds (and possibly up to age 22) had special needs, whether their primary placement was in the PASS program or in the Adult programs. In November of 1985, at a meeting held at Coolfont, West Virginia, the young adults, along with pregnant women and mothers of young children, were earmarked for special attention in the curriculum. During 1986 and 1987, competencies for young adults were incorporated into various curricula.

In June of 1987, the Center for Applied Linguistics (CAL) was requested by RPC staff members to provide information on what was actually happening to young adult refugees during their first 18 months to two years in the U.S. This request resulted in CAL developing and implementing a six-part survey designed to provide information about the resettlement experiences of 17-22 year old Indochinese refugees.

The results of the survey were presented at an October 1987 regional planning conference in Bangkok. Representatives from both Southeast Asian refugee processing sites met there to determine whether or not their curricula meet the needs of 17-22 year old refugees as identified in the Young Adult Refugee Survey (YARS). They also established regional teaching points to be addressed in the ESL, CO, and WO training young adults undergo before they depart for the United States.

METHODOLOGY

Development of the Data Collection Instrument

Three specific goals for the survey were immediately established: 1) despite a time frame of only three and a half months, information would be collected on a broad range of resettlement issues, 2) groups which have infrequently been tapped in previous studies would be targeted (higher education representatives, employers, and the young adults themselves), and 3) most questions would be structured for easy coding and tabulation, but open-ended questions would also be included in order to elicit "real experiences".

Both Bataan and Phanat Nikhom submitted questions for inclusion in the YAR survey. From these, and other input, CAL staff developed a prototype, followed by a set of six comprehensive questionnaires; five were designed for specific groups which either execute Indochinese refugee policy or serve refugees during their early resettlement years: state refugee coordinators (Form A), voluntary agencies and mutual assistance associations (Form B), higher education representatives---adult education, community/junior colleges, and vocational institutions (Form C), high school educators (Form D), and employers (Form F). A sixth survey was designed for young adults refugees themselves (Form E). (See Attachments Forms A-F)

The draft questionnaires were sent to Bataan, Phanat Nikhom, the home offices of the International Committee for Migration, The Consortium (comprised of The Experiment in International Living, Save the Children Federation, and World Education), and the Department of State for recommendations and approval. Staff in both refugee processing centers made several suggestions, most of which were incorporated into the final version of the survey

Data Collection Process

CAL staff selected twelve sites in the U.S. and a field assistant in each to coordinate the survey process in his/her region. They were selected with a view to achieving a balanced geographic distribution of sites and a ratio of Cambodian, Hmong, Lao, and Vietnamese young adult interviews roughly comparable to the percentages entering the U.S. Interviews in some regions focused on just one refugee ethnic population; others included two, three, or all four.

Criteria for selecting sites and field assistants included:

- -coverage of each of ORR's nine regions
- -coverage of impacted and semi-impacted areas
- -coverage of areas with only one to three K-12 school districts
- -field assistant involvement with refugees on a daily basis
- -field assistant knowledge of all refugee service agencies in the region
- -field assistant posession of good interviewing skills
- -field assistant knowledge of the programs in the refugee processing centers

(See Appendix One for a complete list of field assistants, locations, and target groups.)

Each field assistant selected the key refugee service agencies in his/her region to participate in the survey. Each participant was mailed the appropriate questionnaire to prepare for a personal interview with the field assistant, who conducted the interview in person or by phone. Because of the importance of gathering anecdotal information, field assistants were strongly encouraged by CAL staff, not simply to collect the questionnaires, but to discuss each question and probe for details and clarification.

In addition, the field assistants selected bilingual interviewers for each of the target ethnic groups in their own region. Young adult respondents received a native language questionnaire, the bilingual interviewer conducted an interview with them in the native language, and responses were translated at CAL. State refugee coordinators were interviewed on the telephone by CAL staff.

Limitations

The brief time frame for conducting this survey did not accomodate the training of bi-lingual interviewers. Although a checklist of instructions was given to the interviewers and field assistants were available to them, a training session for interpreting the questions and eliciting anecdotal information would have been preferred. In retrospect, it appears that a few of the open-ended questions did not translate well into any of the four languages (Hmong, Khmer, Lao, and Vietnamese). Many responses did not seem to be an answer to the question asked.

Unfortunately, questions which solicited rank ordering or the selection of more than one choice were not answered uniformly. Therefore, percentages of responses vary within some questions. Similarly, percentages may vary within a question because the respondent did not answer it or did not answer appropriately.

Data Analysis

Forms A,B,C,D, and F each yielded between thirteen and thirty-two respondents. An individual CAL staff member was assigned to analyze one of these five sets of forms and to write the report on that segment. The 249 young adult questionnaires (Form E) were entered into a computer for detailed analysis.

SURVEY CONTRIBUTION TO REGIONAL CONFERENCE ON YOUNG ADULTS

The Regional Young Adult Refugee conference in Bangkok was designed as a working conference with the YARS as its core. Participants from the RPCs in Bataan and Phanat Nikhom were to examine each site's current curricula to determine whether or not they met the needs of 17-22 year olds as identified in the survey.

Staffs at both sites received the preliminary report (sections A-F) of the YAR Survey prior to the conference. In addition, consultants made presentations at each of the sites to familiarize staff with the survey findings, to clarify findings, and to allow time to consider whether or not the findings were valid or had recently been added to the curricula.

At the outset of the conference, participants noted that most topic areas suggested in the survey were already included in current curricula guidelines, but that several should receive more emphasis in one or more of their programs because of the importance given them by survey respondents. Those topics include:

- work/study options in the U.S.
- realistic expectations about entry-level jobs
- social behavior (family role changes, interaction with others at work and at school, implications of dress, hair style, and make-up, gender roles)
- the U.S. school system (including contiuing education, rules and regulations, credits, and counseling)
- the U.S. legal system, laws specific to young adults, treatment of juveniles in the judicial system
- cultural preservation
- multi-ethnic relations and prejudice
- socio-economic realities in the U.S.

Conference participants requested YARS sections a-e. Section G and a were introduced at the conference; sections b-e were sent to the RPCs in December, 1987.

MAJOR FINDING

Respondents to all six parts of CAL's Young Adult Refugee Survey, from refugees themselves to state refugee coordinators, touted **English language training as the most important need for refugees resettling in the United States.** One hundred percent (100%) of the respondents made this point over and over and over again at every place possible in their answers. It cannot be emphasized enough that **all 372 surveys identified this as the number one priority!**

ADDITIONAL FINDINGS

The recommendation that as much ESL training as possible be given was followed by **numerous suggestions for the Cultural Orientation program.**

Although the open-ended questions elicited a variety of comments, they could be grouped under several major topics: **better knowledge of the U.S. school system, better recognition of post-secondary options for young adults, better awareness of social behavior changes, better understanding of the U.S.legal system, and better preparation for the U.S. work culture.** All the reports referred to the refugees' perceptions of life in the U.S. Even the youths themselves noted that life in the U.S. was more difficult than they had anticipated; they recognized the **need to retune their views of reality.**

The suggestion was made that **refugee parents as well as students need to learn more about school regulations**, i.e. credits necessary for graduation, absentee policies, and counseling services. **Setting realistic goals** which take age and possible after school jobs into account, and **developing study skills** to handle the academic coursework were frequently noted as recommended points for inclusion in the cultural orientation program.

The idea of working and studying at the same time has been misconstrued by many of the refugees according to the survey results. High school and adult/community college educators, as well as employers stressed the need to let refugees know that both are possible. **Part-time schooling and full-time employment, or vice versa, is a reasonable plan for a refugee to undertake.** Once they are in the US, the adult educators emphasized, the refugees need to know **where to look for information on the various educational opportunities and job possibilities that are available to them.**

Regarding social behavior changes, both individual and familial adjustments were indicated. The educators and the youths themselves felt the refugees must improve their **social interaction skills.** They will need these skills with other students, co-workers and employers. Dress styles and the cultural innuendoes that accompany certain types of attire, dating habits, making friends outside one's own ethnic group, and participating in extra-curricular/after work groups were noted as points to be discussed.

Gender roles and expectations were mentioned as possible problems for the young refugees; reconciling native traditions one wants to keep with the new culture's traditions one wants to incorporate is rarely the same for each family member.

Another point noted was that **"growing up" has its own inherent problems** especially for teenagers and their parents. The CO program can indicate that this "generation gap" is universal and **not just a resettlement problem.**

Most of the respondents suggested that more knowledge of the **US legal/judicial system** be taught, emphasizing welfare regulations, driving restrictions and legal responsibilities that come attached to the freedom the refugees will encounter here.

While all the respondents encouraged the idea of working and studying, they also felt a realization that refugees will start at the bottom in entry-level jobs that pay poorly needed to be stressed in the CO program. **Skills, such as how to ask questions, how to approach a boss, and how to get more information/clarification**, were strongly suggested as discussion topics.

SUMMARY

A synthesis of the results of CAL's six part YAR survey paints a composite picture of life for 17-22 year old S.E. Asian refugees during their first two years in the United States. The picture changes very little from year one to two, supporting theories about resettlement which state adjustment often takes as long as three years.

Life in General

An initial analysis of the survey results indicates that contrary to the belief that refugees constantly move around the United States, refugee respondents to CAL's YAR survey reported that eighty-three percent (83%) lived where they had originally settled. Those who did move, did so primarily to "join family". Arriving in the United States, young adult refugees were helped most, in order of descending importance, by their sponsor, the voluntary agencies, other family members, friends and MAAs. Later, when seeking assistance, they reported they were most likely to seek help from family first, then friends, sponsor, MAA, teacher, and finally counselor.

Just over half, fifty -two percent (52%), of the refugee respondents lived with their parents. A majority of the refugees between the ages of 17 and 22 were single. Marriage was mentioned more often in comments about the Hmong and Cambodians than the Vietnamese or Lao, but the data has yet to be analyzed by ethnic group. Almost one-third (1/3) had siblings and eleven percent (11%) included uncles, aunts, and/or cousins in their households. Almost ten percent (10%) lived with friends, while another six percent (6%) lived with a spouse and children. Three percent (3%) said they lived alone and four percent (4%) said they had some "other" living arrangement.

In this first period of resettlement, forty-three percent (43%) of the refugee respondents said public assistance was a primary source of income for their families. The next "primary source" was "self", followed by father and mother. Just over a third characterized their family adjustment to the United States as "well". (Many respondents did not answer this question.)

Although young adult refugees did not include interpreting and acting on behalf of the family among their major family responsibilities, educators, state refugee coordinators, and voluntary and MAA staff all believe this group does carry out these activities. Home responsibilities did not conflict with schoolwork for three quarters of the survey subjects; of those for whom it did (18%), the conflict most often cited was "not having enough time to study." Leisure time activities, in order of popularity, for the young adult refugees were watching t.v., staying at home, participating in sports, visiting friend's houses, listening to music, going to malls, attending parties, and participating in temple/church activities.

Work/Study Choice

Estimates included in all six survey parts indicated that the majority of 17-22 year olds will enroll in some type of educational institute during their first year in America. For the majority of 17 and 18

year olds, this institution will be high school and they will enroll within 1-3 months after arrival. Seventeen year olds are the ones who enroll most frequently. For the 19-22 year olds, it may be a high school equivalency program (GED), vocational training, adult ESL classes, or a community or junior college. Educators from these types of programs reported that seventy percent (70%) or more of those in this age group who did enroll in their institutions, did so during their first year of resettlement.

High school educators reported that while some 18 and 19 year olds do enroll in high school, the schools often counsel these older students to go into technical training programs, evening high school or adult education classes. Experience has shown they may drop out of high school quickly because most older students (ages 18 or older) are unable to complete the high school course of study by the time they reach the legal age. (California permits students to remain in high school until age 19, Wisconsin and Virginia until they are 20, and Connecticut, Iowa, Oregon, Minnesota, North Carolina, Texas and Washington until they are 21) This is particulary true for states where minimum competency testing is a graduation requirement and for students who have little or no previous education.

Results from all six survey parts agreed that family encouragement, goals and ambitions, and age were the top factors influencing the decision to study.

Few students are given a regular academic load in high school upon enrollment; nor are many students given vocational training classes due to the difficulty of passing the safety exams (which require high English language proficiency). They are often placed in 2-3 periods of ESL, basic math, and non-academic elective classes that satisfy graduation requirements, i.e., physical education, art, home economics, and reading.

As might be expected, financial situation and age are the two top factors influencing the decision to work. Further analysis of the study results is needed before a definitive picture of how many young adult refugees are working can be drawn, but it appears that half, if not more, work at least part time.

Young adult refugees are working by and large in unskilled, entry-level jobs. Restaurant work (often fast food chains), cleaning businesses, and assembly line work in factories are typical areas in which refugees find work. There is not much difference between the jobs refugee men and women take.

Interaction

The perception of state refugee coordinators, educators, and Volag/MAA staff, that young adult (YA) refugees tend to interact mainly with other members of their ethnic group was confirmed by the YA refugees themselves. Even those who had been in America longer than 18 months, agreed. The next group they reach out to is other Southeast Asians. After other S.E. Asians, they interact with whites. Very few S.E. Asians in the 17-22 year old range reported interacting with members of other immigrant groups or Blacks.

Problems

Problems related to English skills, affecting both workplace and school, were mentioned in every aspect of the YAR survey. One respondent to the VOLAG/MAA survey said, "English becomes the major problem in the social interaction area. A major part of any job is interaction with others. Limited English skills makes Americans suspicious and distrust may arise." English language ability was the number one qualification employers looked for when hiring refugees; it was also identified by them as the most serious problem for current employees. (See individual reports Forms A-F to enumerate responses related to the need for English Language Training.)

Besides problems related to English language proficiency, respondents across the board perceived young adult refugees as experiencing culture shock and being overwhelmed by new demands. There seems to be a tendency in this age group to adapt the behavior and dress of their American peers without thinking about or being aware of the messages they convey. Many survey participants agreed that this can create problems for the young adult refugee at home and in social situations. Making students aware that they can and should take pride in their cultures was suggested as an antidote to this problem.

Young adults rated rules and regulations as a significant problem. All groups except the young adults rated coursework highly! An inability by young adult refugees to determine options and set goals also surfaced in the survey results.

Cultural Misunderstandings and Misconceptions

Misunderstandings and misconceptions center around unrealistic expectations of American people and life in America. Although the two words do not appear to have translated well into Vietnamese, Khmer, Hmong, and Lao, (judging by the number of inappropriate answers) refugees who did answer this question agreed with comments made in other survey parts concerning the expectation that life in America would be easier than it was found to be.
Examples:

"Thought one could go to school, but I had to work"
"Thought one person could support a family"
"Thought one did not have to work hard to still have enough money for food and entertainment"

Adult, community/junior colleges, and vocational training educators found that refugees in the 17-22 year old age group believed the myth that the streets are paved with gold and everyone in America is rich.
Reported misunderstandings often concerned dating and male/female relations.

Problems with the Law

The survey reveals that young adult refugees are **not** facing major problems with the law. Those which do occur tend to be traffic violations due to a lack of understanding of rules and regulations.

Goals/Advice to Peers

Young adult refugees' plans for the next five years revolve around jobs and education. Given the opportunity to suggest the best choice for someone arriving in the U.S. at the same age as they had, an almost equal number selected "attend high school" (36%) as those who selected "work and study" (38%). Seven percent (7%) said attend another type of educational institution than a high school. Four (4%) said work, and six percent (6%) chose "other" as their answer.

Skills Necessary for New Arrivals

Again, respondents in every component of the survey cited English language training as the most important skill necessary for new arrivals. State coordinators, volag and MAA staff, identified both survival and vocational language, while high school and higher education respondants stressed reading, oral and writing skills.

Other necessary skills rated highly by survey participants (in descending order) are: job skill training, math, study skills, social studies, and social skills. Regarding the latter, dating, male/female relationships, and interactions with other ethnic groups were singled out for emphasis.

The young adults and high school educators selected cultural orientation as a skill/topic of high priority. Incorporated into that topic were knowledge of the school system, rules and regulations at school, and decision making skills.

Further Suggestions for the Refugee Processing Centers

The three top-ranked suggestions for training were: English, the legal system, and career planning. Respondents emphasized that new arrivals need to understand that English acquisition is an on-going process. It is ironic that respondents answered overwhelmingly that Southeast Asians have very few problems with the law, yet they emphasized a need for more training about laws related to traffic, substance abuse, and "disturbing the peace." Furthermore, a knowledge of the legal system (tracking down criminals, jail records, bail) is advised.

Career planning seems to be a code word for career assessment, decision-making, and planning a survival strategy. State coordinators, volags/MAAs and high school educators all stressed the need for new arrivals to have school/work goals when they arrive, to be able to articulate previous work experience, to be aware of various job categories in the U.S., to have positive attitudes about entry-level positions, and to understand the concept of upward mobility.

INTRODUCTION TO SECTION ON ONE-WAY VARIABLES

The following six sector reports consist of two parts each:

- a summation of the findings
- a tabulation of the survey questionnaire for that component

Copies of the original questionnaires are found in Appendix Two.

YOUNG ADULT REFUGEE SURVEY

FINDINGS FROM STATE REFUGEE COORDINATORS
(Form A)

INTRODUCTION

Background

The office of Refugee Resettlement (ORR), which is part of the federal government's Office of Family Services in the Department of Health and Human Services, implements the federal policies related to refugee resettlement. To do so, ORR established a network of State Refugee Coordinators, one in each state capital, the District of Columbia, and Guam.

Each refugee coordinator and his/her staff selects, monitors, and evaluates the refugee service programs which receive federal or state funds in their state. By working with proposals from several sites and visiting many local programs across their state, the refugee coordinators gain a broad perspective of refugee issues and a knowledge of state and federal laws pertinent to refugees. However, state refugee coordinators do not have daily contact with Southeast Asians in a service capacity. Therefore, this questionnaire was designed to elicit broad policy information and general trends of state refugee populations, not to assess resettlement issues in time frames or to elicit specific information about particular ethnic or gender groups.

The Respondents

The thirteen state refugee coordinators of the sites selected to participate in the Young Adult Refugee Survey represent California, Connecticut, Iowa, Maryland, Minnnesota, North Carolina, Oregon, Texas, Utah, Virginia, Washington state, Washington, D.C., and Wisconsin. Each coordinator received a copy of the questionnaire in the mail and was interviewed approximately one week later on the phone by a CAL staff member.

All coordinators indicated that no specific studies had been conducted in their states on these particular issues. Although they willingly responded to the questions pertaining to the choice of work or study, financial role in the family, special needs and problems of young adults, and suggestions for the Overseas Refugee Training Program, coordinators emphasized that their answers were subjective. However, these opinions are based on years of experience with their own state's refugee efforts.

FINDINGS

Public Assistance

All thirteen coordinators reported that eligibility for public assistance is determined by federal eligibility criteria rather than by age. Among the states, eighteen is the most common age at which a person is eligible to apply as in individual for refugee cash assistance; the only acceptable reason for extending that assistance, is attending high school (or in one case, college,) as a full-time

person is eligible to apply as in individual for refugee cash assistance; the only acceptable reason for extending that assistance, is attending high school (or in one case, college,) as a full-time student.

Choice between School and Work

Eight coordinators indicated that young adults choose to go to school rather than to work. While 17 - 19 year olds tend to study full-time, many 20 - 22 year olds seek jobs. Some members of the older group work full-time and also study, but this is becoming less common because recent arrivals have had little exposure to the school setting in their native countries. As a result, school is a stressful and often unsuccessful experience for them in the U.S.

Financial Role in the Family

Responses showed no clear pattern regarding the significance of the role young adults play in the financial support of their families. Approximately half of the respondents indicated a small role; half suggested that more than 50% of young adults contribute significantly. Young adults who go to school full-time hold only part-time, week-end, or summer jobs. They earn little and several coordinators reported that young adults use their salary for their own expenses.

Items identified as special needs and problems of 17-22 year old refugees overlapped with those suggested as critical teaching points in the Overseas Refugee Training Programs. English as a Second Language was mentioned most frequently as a need and a teaching point. "Teach them about the reality of living in the United States," was another frequent suggestion. "Tell them about the difficulties of resettlement--the need to work hard, to adjust to a different kind of neighborhood, to realize that understanding English well takes a long time."

Anecdotal Information

Several state coordinators took the time to express themselves on many issues which are of concern to them and to their staff members. Anecdotal information gathered during these thirteen interviews includes comments about decision-making, cultural gaps, preserving the native culture, and mental health. Regarding the first, it was reported that young adults, whether accompanied or unaccompanied, struggle greatly with decision-making. This manifests itself in choosing between work and study as well as in decisions related to living with the family or living independently. Four factors contributing to this difficulty are: insufficient knowledge of the options, lack of understanding of the high school credit system, little opportunity to make decisions in recent years, and family and/or cultural pressures to choose jobs according to the value system of the native country rather than by our concept of upward mobility. Students would benefit, coordinators say, from more practice in choosing from alternatives, from increased exposure to our process of "climbing the ladder", and from learning more about budgeting their income.

On the topic of cultural concerns, respondents reinforced the well-known fact that this age group is caught between two cultures, but they emphasized that young adults need more exposure to the cultural mores in the U.S., and to the fact that sub-groups have their own rules. Many of these youth have an incomplete understanding of their own country, culture, or religion because they left their countries at such an early age. Furthermore, they have serious gaps in understanding their new culture when they arrive. In order to fit in, many young adults emulate the behavior they see around them without understanding the cultural innuendoes which are obvious to the majority. For

example, new male arrivals may wink at a girl or touch her without being aware of the message they are conveying. They are also unprepared to handle the response!

Several coordinators mentioned that many members of this age group begin to behave like their U.S. peers very soon after arrival without attempting to preserve what they know (or learn what they do not know) about their own cultures. Coordinators suggest that cultural pride and a plan for seeking or creating places to maintain cultural traditions be more strongly emphasized in the Refugee Processing Centers' curricula.

Finally, mental health. Respondents encourage more emphasis on the symptoms of mental health problems and the fact that counseling can help diminish depression which results from isolation, separation from family members, and unrealized dreams.

Ethnic and Gender Differences

Ethnic differences were mentioned infrequently. The coordinators reinforced the often-stated observations that the Vietnamese and Hmong pursue goals and succeed at meeting them while the Lao and Khmer seem to flounder and accept their circumstances. Half of the coordinators expressed concern that the "Super-Asian" image is having a negative effect on many young refugees who then turn to petty crime to meet their material needs.

Two observations surfaced about females. One of the Hmong sites reported an 80% drop-out rate from high school by Hmong females. The primary reason is pregnancy. Second, some males believe that a woman of their ethnic group who achieves success must have been promiscuous to do so. One coordinator reported receiving mail from males who write this information to him about specific women.

Only one observation was offered specifically about males. Vietnamese males, in a few localities, suffer depression, restlessness, and low self-esteem because of the male to female ratio. Although the national ratio of males to females among Indochinese of this age group is 10:9 for Cambodians, 6:5 for Lao, and 5:3 for Vietnamese; two state coordinators reported that the ratio is 10:4 and 10:1 respectively in their areas.

RECOMMENDATIONS

Coordinators stress that the most important resettlement need for this age group is more English as a Second Language training with a greater emphasis on vocational language. The most critical teaching point recommended is reality of life in the U.S.

YOUNG ADULT REFUGEE SURVEY

TABULATION OF RESPONSES FROM STATE REFUGEE COORDINATORS

(Form A)

Note: SQ indicates the item number on the survey questionnaire.

FINDINGS

N=13

A-E. Irrelevant. Solicited name, address, and phone number of respondent. (SQ:1-5)

F. Refugees are eligible to apply individually for public assistance at age:

17 +	(1)	
18 +++++ +++++ +	(11)	
21 +	(1)	(SQ:6)

G. Young adults may continue on public assistance after the usual term of eligibility has expired,

if they attend high school full-time and graduate by age 19	+++++ +	(6)
if they attend high school full-time and graduate by age 21	+	(1)
if high school or higher education is part of their case management plan	+	(1)
not permitted	+++++	(5)

(SQ:7)

H. Refugees aged 17 to 22

go to school.	+++++ ++++	(9)
go to work.	+++	(3)
work full-time and study.	+	(1)

(SQ:8)

I. The percentage of refugees in this age group who play a significant role in the financial support of their families is

under 20 %	+++++ +	(6)
between 20 and 60%	++	(2)
over 60%	++++	(4)
don't know	+	(1)

(SQ:9)

J. The special resettlement needs and problems of this age group are:

practical E.S.L. (including survival and vocational language)	+++++ +++++	(10)
job training (for jobs which do exist)	+++	(3)
social skills (with different ethnic groups; male/female)	+++	(3)
caught between two cultures	++	(2)
cultural orientation	++	(2)
decision-making	++	(2)
independent living skills	++	(2)
knowledge of the labor market and world of work	++	(2)
depression	+	(1)
dropping out of school and its effects	+	(1)
education appropriate to their age	+	(1)
family support	+	(1)
isolation	+	(1)
literacy	+	(1)
separation from family	+	(1)
understand that you succeed by your own effort	+	(1)

(SQ:10)

K. The critical teaching points for this age group in the pre-entry Overseas Refugee Training Program are:

reality of life in the U.S.	+++++ +++	(8)
legal issues (tracking down criminals, long-term effects of a jail record, laws related to traffic, fighting in public, drug/alcohol abuse, legal drinking age, noise pollution)	+++	(3)
long-term career planning (where to go after arrival, setting goals, etc.)	+++	(3)
peer pressure (how it manifests itself)	++	(2)
values (cultural preservation, family planning, work ethic, attitudes toward mental health)	++	(2)
acquisition of material goods takes time	+	(1)
American attitudes toward the role of women	+	(1)
American expectations about public assistance (temporary, recipient is seeking job)	+	(1)
basic math	+	(1)
children take some responsibility for themselves in the family	+	(1)
class system	+	(1)
confidentiality	+	(1)
driver education	+	(1)

economics	+	(1)
expectations of different ethnic groups	+	(1)
how to express needs	+	(1)
life in an average U.S. family	+	(1)
male/female relationships	+	(1)
problems associated with drug/alcohol abuse	+	(1)
racism and prejudice	+	(1)
recreation centers (way to meet people, violence prohibited)	+	(1)
resettlement strategy (goals, survival plans, etc.)	+	(1)
reunification process	+	(1)
stress management	+	(1)
study skills	+	(1)
work orientation and relevant training	+	(1)

(SQ:11)

YOUNG ADULT REFUGEE SURVEY

FINDINGS FROM VOLUNTARY AGENCIES AND MUTUAL ASSISTANCE ASSOCIATIONS

(Form B)

INTRODUCTION

Background

Voluntary Agencies (Volags) and Mutual Assistance Associations (MAA's) were chosen to be part of the Young Adult Refugee Survey because of their close association with 17-22 year old Southeast Asian refugees. Voluntary Agencies are private, non-profit organizations that provide refugees with human and financial resources. They play major roles with regard to refugee relief, pre-migration planning, orientation and other services to refugees after arrival in the U.S., including advocacy regarding refugee issues. The non-sectarian agencies normally rely upon sponsorship of refugees by individuals, families or community groups, or take on the tasks of sponsorship directly, through a network of local offices with professional and often bilingual casework staff. The religious-affiliated agencies usually link refugees with their local churches, parishes, or synagogues, which provide sponsorship and direct assistance to them.

Mutual Assistance Associations are refugee self-help groups that serve refugee communities. For the Indochinese, such groups provide services in a manner not too different from the way people would find support in their home country. Like the pagoda in Cambodia and Laos and the village temple in Vietnam, the self-help groups are centers for spiritual, social, cultural, and educational activity for the community. MAA's provide social services, work for the economic development of their communities, provide leadership, and take an active role in refugee policy issues. Some of the services MAA's provide include:

-- ESL
-- job clubs and job search skills training
-- pre-employment training and counseling
-- job placement and follow-up case management
-- health and crisis intervention
-- cultural adjustment
-- general counseling
-- interpretation and translation
-- transportation
-- access to health care

DEMOGRAPHICS

The Respondents

Representatives from 19 Volags and 13 MAA's were interviewed. Some Volags or MAA's serve only one ethnic group; others serve all four of our target groups. Five MAA's/Volags in our sample serve primarily Vietnamese 17-22 year olds, six serve primarily Khmer, five serve mostly Lao, eleven serve Hmong, and five multi-ethnic agencies serve similar percentages of a combination of groups. Comments in this paper generally reflect the trends of all 17-22 year old refugees, regardless of ethnic group; however, characteristics specific to a particular group have been noted. On the whole, the MAA/Volag representatives who were interviewed serve an equal number of male and female clients.

The MAA's and Volags that participated in our survey are listed below according to the refugee population they serve:

Hmong	Diocese of Green Bay, Wisconsin Job Service, Lutheran Social Services, H.E.A.R.T.S. of North Carolina, Lao Family Community Inc., ACNS/Lao Family, Youth Employment Service, Hmong Natural Association, Hmong Refugee Center, Hmong Center
Khmer	Tacoma Community House, Church World Service, East Dallas Police Storefront, Texas Police Department, Cambodian Association of Minnesota, Cambodian Community of Tacoma Mutual Assistance Association
Lao	Social Advocates for Youth, California Lao Association, Society of Thai Dam - American Friendship (SOTAF), Lao Women's Mutual, Inc., South East Asian Community Project
Vietnamese	Child and Family Service Division, JPP (Catholic Charities), Traveler's Aid, Vietnamese M.A.A., Catholic Charities
Multi-ethnic	I.R.C., U.S.C.C., Lutheran Family Service, Catholic Charities, Lutheran Social Services

The Students

CAL field assistants interviewed representatives of agencies that serve Southeast Asian refugee youth of Khmer, Vietnamese, Hmong and Lao origins between the ages of 17 and 22. The educational background of the clients in this survey varied considerably: most Vietnamese completed 6-9 years of school, most Khmer and Lao between 3-6 years, most Hmong under 3 years. The majority of these young adults are single and live with their parents; the second largest group lives with spouses or siblings. Many Vietnamese live with friends while almost none of the other ethnic groups do. In the case of the Hmong, many are married and are living with the husband's parents.

FINDINGS

The Work/Study Decision

One of the most difficult decisions facing the young adult refugee is whether to work or go to school (A: SQ 5). A number of pertinent factors (discussed below) influence this decision. The overwhelming majority of males and females between 17-19 attend high school. Some 20-22 year olds attend high school, but only a small percentage. Males and females between 20-22 pursue a variety of courses, such as: work full-time, work part-time, work and attend school, attend adult ESL classes, attend a job or vocational training program, or attend junior or community college. Very few neither work nor attend school.

Some individual respondents' comments about the decision to work or study include the following:

> "The new youth to our county want to attend high school rather than other educational institutions because of their need for interaction with peers and friends."

"All too often in our area, when the Hmong go to college, they are not prepared. Their study habits are weak; they do not retain what they read; and their goal is to get a diploma, not a specific skill. Many go to school for the wrong reasons."

"Khmer females between 20-22 do not attend high school because they are heads of single parent households."

Respondents strongly emphasized that parents encourage the young adult refugees to study, so they might later get a higher paying job. They do not mandate that this age group work. (B:SQ 10) Some parents give their children a confused message by praising education, but expressing a need for more income. Only a few parents pressure these young adults to both work and study.

"Most Cambodian parents believe in education. If parents can support them in school, they will."

"Hmong parents feel that education is important."

The respondents rated the three main advantages for attending school (C:SQ 11) as 1) learning English quickly, 2) having a diploma or certificate, and 3) learning more about American culture (B:SQ 11). Another less frequently noted reason was the increased possibility of more satisfying employment. Acquiring technical/transferrable skills was another reason attributed particularly to the Vietnamese.

Family encouragement was the strongest influence on whether these young adults choose to study rather than go to work (D:SQ 12). Goals and ambitions and previous years of schooling was a second major factor. Ineligibility for public assistance and other factors of their financial situation were cited less frequently, but are also significant influences.

The factor that most strongly influenced the young adults' decision to go to work was their ineligibility for public assistance. Financial situation was the second most important determining factor. Respondents from the agencies serving Hmong and Khmer rated marital status highly; respondents from Lao agencies cited sponsor's advice; and sponsor advice and goals and ambitions were considered significant by the multi-ethnic centers. Other factors of lesser importance included family encouragement, age indicated on personal records, and lack of information about educational/employment opportunities.

Respondent comment:

"AFDC (Aid for Mothers with Dependent Children) rules in our state strongly discourage work."

Education

The major factor which influenced these young adults' decision to go to high school rather than attend adult education or vocational training was family encouragement (E:SQ 13). Age indicated on personal records was rated highly for all respondents, except those serving Vietnamese. All respondents, except those serving primarily Hmong, said that previous years of schooling was a strong influence. Goals and ambitions were rated highly by agencies serving Vietnamese and the multi-ethnic centers; financial situation was noted as somewhat important to the Hmong, Lao and Vietnamese.

Individual respondents made the following comments regarding this question:

> "Most young people want to be with their peers, not 'old people'. High school seems more fun (there is the opportunity to participate in sports and extra-curricular activities) and gives them the chance to learn and experience more things from their American peers."
>
> "The technical schools are viewed as the place where less intelligent people go. They see their parents going there and they know their parents are learning at a slowed pace."
>
> "Americans should realize the Asian's deep 'cultural' desire to attend school. The desire to receive an education is far greater than the needs of attending a vocational school. Sure, vocational school is important, but should only be stressed as a last resort against dropout."
>
> "It appears that the youth go to high school until the legal limit. This is because they choose to be around other youth."

Problems

According to the respondents, the most serious problem these young adults have in *secondary school* during the first 18 months (F:SQ 14 and 15) is learning English. Culture shock, handling the coursework, and feeling overwhelmed by new demands were also cited as serious problems. Difficulty with learning English, a lack of identity in the new culture, and the inability to plan and organize their time around the coursework were also cited as major problems. The problems young adults experienced during the first six months were the same ones they experienced the following 12 months.

> "They really lack an identity -- everything is so new and unusual to their world. They are trying to understand. They think they will learn so fast, but in reality it takes a long time."
>
> "It takes so long to learn the language. Also they are unable to do the same things other refugees do who have been here much longer."

The most serious problems for this age group in *adult education, community/junior college, or vocational/job training* during the first six months (H:SQ 16 and 17), is also learning English, closely followed by handling the coursework, feeling overwhelmed by new demands, and culture shock. These are the same concerns for the students between 7-18 months, except that handling the coursework is the first concern followed by learning English. (I:SQ 17) One respondent felt strongly that these students did not have the background to handle the courseload that was required of them in these institutions - they were not able to adequately comprehend the lectures/trainings or the required reading material. Many drop out because they don't have the language to learn the skills. This group also experienced the same problems after 12 or 18 months as they did during the first six months in the country.

Students choose to *leave school* for a variety of reasons (J:SQ 18): 1) because they feel discouraged with their progress toward graduation, 2) because of a lack of previous academic preparation, 3) because of finances, and 4) because of age restrictions. Some interviewees commented that students suddenly realize they don't understand much or don't fit in, so they drop out. Respondents serving Vietnamese cited completion of the program as a common reason for leaving school; those serving Khmer emphasized the need to find another program which better suits their needs, and those serving Hmong listed marriage/pregnancy . For the Hmong, marriage and/or pregnancy force both men and women out of school.

Employment

It was reported that the jobs these young adults find within six months of arrival are by and large unskilled entry-level jobs, (K:SQ 19). There is not much difference between the jobs refugee men and women take except in cases of stereotypical roles, i.e. men become janitors, women clean houses. Frequently these refugees remain in the same type of job they took initially, only several years later they may have been promoted to a more skilled position. An example of this is moving from dishwasher to busboy in the restaurant business. Common entry level jobs held by 17-22 year-olds include restaurant work (often in fast food chains), cleaning of businesses and houses, factory work (frequently in the form of assembly line work), and light industry. Sometimes refugee youth secure both part and full-time JTPA funded jobs.

Problems

VOLAG and MAA respondents said that the most serious problem these young adults have at the workplace (L:SQ 20) is the lack of social skills to relate to employer/employees. Second to this problem is a lack of English skills. Understanding rules, regulations and instructions and lacking skills to do the job were also serious problems for these young adults. Individual comments were:

> "English becomes the major problem in the social interaction area. A major part of any job is interaction with others. Limited English skills makes Americans suspicious and distrust may arise."

> "The Hmong often speak their own language (on the job) and this causes suspicion".

The greatest strengths of the young adults on the job (M:SQ 21) were their eagerness to learn and their ability to learn quickly. Respondents also felt that adaptability was one of their strong assets.

The main reasons young adult refugees leave jobs (N:SQ 22) is to get a better job or to study. To learn another skill was also cited as an important reason for leaving work.

Individual comments:

> "They leave because they feel they should have been promoted or given a higher salary, but they never approach their boss."

Interaction Problems

Parents

VOLAG and MAA representatives report that, during the first six months of resettlement, young adult refugees perceive their parents as a source of strong support. (O:SQ 28). They add that this perception wanes after one year, and after two years only 1/4 of these young adults view their parents as a source of strong support. In addition, they increasingly view their parents as a source of embarrassment. Other trends include the increasing perception that their parents are not well-prepared for resettlement and that their parents become increasingly more dependent. According to respondents, these young people consistently view their parents as a source of confusion and frustration.

Individual comments:

"If kids are younger, they are more embarrassed. They will not stand with their parents at the grocery store, particularly if the parents are using food stamps."

"The parents seem to always have to depend on the children."

"The attitude toward parents gets worse through time because young adults adjust faster. Often kids re-think this (after six years or so) and come to respect their parents more."

Americans

Interviewees reported that, prior to arrival, young adult refugees believe that Americans are very helpful (P:SQ 24). After arrival, however, only half still feel that way. The same response applies to the item referring to whether or not Americans care about refugees.

Individual comment by a respondent:

"Some refugees do not feel Americans are helpful or caring because they house them with the lower classes who the refugees compete with."

Prior to arrival most refugees believe that $3.35 an hour is enough to live on, and that they can get a good job immediately. After arrival, however, most feel that both of these perceptions were incorrect, respondents report.

During the first six months, young adult refugees interact primarily with earlier arrivals from their country (Q:SQ 23). Slightly more than half also interact with other Southeast Asian groups during that time; slightly less than half interact with Whites. From 7-18 months many other young adult refugees begin to interact with other Southeast Asian groups and Whites. Approximately half of this group never interacts with other immigrant groups, Blacks, or Hispanics.

Social Adjustment

Respondents reported that the easiest adjustments for these young adults (R:SQ 26) are as follows:

Friends -- Peer activities such as parties, athletic events, youth clubs, and cultural activities are popular. Making friends seems to be limited to those in their own ethnic group.

Leisure -- Dress patterns, outward mannerisms, food, music, T.V., shopping

Lifestyle -- Freedom, as influenced by T.V. and personal observation, driving. sense of opportunity, enjoyment of technology such as T.V. and VCR

The greatest cross-cultural problems (S:SQ 27) reported are as follows:

Subtleties of language -- Vietnamese and Khmer mentioned that obtaining English proficiency was extremely difficult; while the Hmong and the Lao mentioned that slang, name calling, teasing, joking, and body language were difficult for youth to understand.

Dating
- -- Dating is a problem especially for Hmong since Asian (strict) and American (loose) values conflict.
- -- Vietnamese boys want to date American girls, citing lack of Vietnamese girls.

Changing roles
- -- These young adults feel pressure to act as translators which is a very stressful situation.

Other
- -- Making appointments
- -- Being on time
- -- Lack of interpersonal skills
- -- Understanding legal system
- -- Access to clinics, hospitals
- -- Fear of others outside the community
- -- Transportation
- -- Not fitting in
- -- Segregation
- -- Youth moving away from native family to accept American youth culture - conflict of new/traditional values, (giving up helping family to work and buy a car)

Problems

The *most serious* problem reported for this age group during their first six months was learning English (T:SQ 6). Other difficulties, in order of importance, were 1) feeling overwhelmed by new demands, 2) culture shock, 3) deciding between work and school, 4) adjusting to new family roles, and 5) feeling lonely.

The majority of the young adult refugees who don't succeed in the first two years become depressed and are in and out of jobs frequently (U:SQ 28), respondents said. Many of these refugees also stay in jobs with little chance of advancement. Some abuse drugs and alcohol or begin to exhibit deviant behavior such as running away, stealing, or becoming violent.

Respondent comments:

> "They try to 'look' the role of rebellious American youth -- peer pressure is important. They are copying American youth models which are not always best choices."

> "They want jobs that pay well. Frequently they don't want to accept the fact that you have to start at the bottom."

Seeking Help

The kind of help this age group requests from Volags or MAA's varies according to the length of time the refugee has been here (V:SQ 7). During the first six months these young adults request (in order of importance) basic orientation to the U.S, information about educational opportunities, help in locating and enrolling in ESL classes, help with finding jobs, personal and adjustment counseling, information on transportation, and translation assistance. After one year this age group usually seeks assistance in finding jobs, adjustment and personal counseling, family counseling, and career counseling. After two years, they continue to need assistance in finding upgraded jobs, family counseling, and personal counseling.

The Law

Many respondents commented that, on the whole, young adult refugees do not have serious problems with the law. Seventeen to twenty-two year olds most frequently encounter the law through violation of traffic tickets and various licenses, such as a driver's license or fishing license (W:SQ 12). Drugs and alcohol, wife and child abuse, and gang activity are problems which were cited less frequently.

Individual respondent comments:

"Gang activity is just beginning."

"The Hmong have remained clear of legal difficulties in most cases. Driving is the most frequent cause for interaction with the law. Accidents and not understanding common principles of driving get them in trouble."

"Some clients are involved in theft -- they want it now! They don't perceive work or study as a road to improving life."

Male/Female Comparisons

Respondents report that males and females in this age group assume similar roles in the family (X:SQ 9). The number one role is acting as an interpreter, followed by 2) taking on the responsibility of learning about the community and explaining new information to other family members, and 3) being the one who acts on behalf of the family. The only major difference in roles is that men frequently participate in decision making, while women don't. On the other hand, young adult refugee women cook, take care of children and other siblings, and do housework; men usually don't.

There are several differences in the behavior of males and females in this age group.(Y:SQ 30) According to the respondents, males are three times more eager to work than females and are six times more eager to date. Females, however, are twice as eager to marry. There is little difference in male/female eagerness to study.

Individual comments:

"Females are eager to study, but have problems with babies and domestic chores".

"Girls must not appear to be eager to date - they must be secretive."

"If she's over 18, she's too old to marry."

"Prior education and parental situation has a great influence. Girls whose fathers encourage education are not as easily 'married off'. Boys have clearer goals and are more determined to succeed."

"Males have so much more freedom to be different. They can go places and do things which are unacceptable for females. They can share the company of others (mixed sexes) with less peer or family pressures. Females thus revert to more traditional roles (mother and wife). Fighting tradtions, family, and peers are stressors."

"Males are allowed to become Americanized more than females."

"Females are always under someone's thumb. Males have freedom and thus develop this superior attitude. This attitude then allows them to compete with American peers."

"Seventeen to nineteen year old females mix more easily with Americans because they're in high school. Twenty to twenty-two year old females don't get exposed to Americans."

The most common concerns of married men in this age group (Z:SQ 31) are the following (in order of concern): 1) difficult to meet traditional responsibilities, 2) wife wants to work or study, 3) difficult to adjust to responsibilities of being a husband in the U.S., and 4) wife is overextended and husband or family must help with the household chores.

The most common concerns of married women in this age group (AA:SQ 32) are the following (in order of concern): 1) unable to handle responsibilities at home and job or school, 2) need child care, 3) and want to attend school.

Individual comments:

"All problems: biggest problem is husband doesn't want to work."

"Females have to defer to the husband and this creates a problem for the female. They are unable to grow and develop within America and thus their socialization is limited."

"When this age group gets married they frequently have children right away. The male does not usually take over household duties and we thus see an overloaded young mother who is immature herself and gets caught in a stress situation. America has too many stimuli and the young woman can become confused."

TRAINING PROGRAM SUGGESTIONS

Age Groups

The majority of respondents suggested breaking this group into two: 17-19 and 20-25 year olds (BB: SQ 23). The second suggestion was to teach and train young adults who are 17-22 in one group.

Suggestions for Overseas Refugee Training Programs

Respondents made the following recommendations for the Overseas Refugee Training Program in Southeast Asia regarding young adults: (CC:SQ 34)

English -- All respondents mentioned increasing ESL instruction, especially as it is related to job skills. One respondent suggested that training start in border camps.

Academic -- All groups suggested giving further math and literacy skills.
-- One Hmong respondent suggested giving training in native language literacy.

Job Skills -- All groups mentioned increasing job skills training. They also encouraged the teaching of more realistic expectations, especially about the necessity of taking entry level part-time work. One agency working with Vietnamese stressed the value of remaining in entry level positions because it's the only way advancement becomes feasible. Some suggested that the program train young adult refugees how to seek jobs -- they don't know how to find work.

Life skills

-- Several interviewees emphasized that goal setting and steps to achieving goals (coping with setbacks as well as successes) are important to stress in the overseas training. This was mentioned as especially crucial for Hmong girls. They suggest that discussion of goals would include instruction in evaluating choices and resisting the temptation to compare your own progress with others.

-- Several mentioned emphasizing that working and going to school is normal, acceptable, and feasible. Most American kids do it.

-- Several respondents cited the need for instruction in the responsibilities of the individual in a democracy.

-- One respondent noted that normal problems of adolescence/young adulthood are not necessarily problems of adjustment; American young people also have these problems. He mentioned that the program should emphasize that learning is a lifelong process. Several others suggested introducing stress management and coping strategies.

-- Another respondent noted that Lao young adults have trouble handling sudden freedom. This results in poor use of money, drinking, and drug abuse.

-- Another respondent mentioned that Khmer young adults who have been on their own for several years in the camps find it difficult to abide by foster families' rules. He suggested that the camps exert more control over youth to combat this problem.

Changing family role

-- Several respondents mentioned a need to more strongly emphasize to families that the distribution of responsibilities may change or become more diffuse. Parents often have a more difficult time learning English, and children are often required to translate, interpret, and fill out forms. This may lead to school absences.

Welfare

-- Several respondents requested that the overseas training staff emphasize that welfare is temporary help only. It is important to stress self-reliance and self-sufficiency because public assistance is not certain or consistent. One agency serving Khmer noted that there is a trend among Cambodian girls to have babies in order to get welfare.

Legal

-- A representative from one agency serving Khmer noted the program should educate about rules and regulations, such as child abuse and mandatory school attendance.

Cultural

-- Several respondents emphasized the importance of refugee youth maintaining their own cultural identity.

Marriage

-- Several agencies serving Hmong and Lao respondents requested emphasizing equal rights for husband and wife and overall equality of women. They suggested that the program train husbands as well as wives in household tasks such as home maintenance and management.

-- One Hmong respondent stressed that early marriage is not an escape from life's problems in the U.S.

-- Another noted that marriage in the U.S. should occur after financial stability is achieved.

Counseling

-- One Hmong respondent emphasized that Americans can be sources of help. Sponsors, counselors, and advisors can be trusted for advice and information.

-- A Khmer respondent advised that young adult refugees be encouraged to stay in the first location until they have adjusted so the sponsor is available to help.

Other

-- Maybe the young adults can help reunite their families.
-- One agency serving Hmong stressed that health education is important.

YOUNG ADULT REFUGEE SURVEY

TABULATION OF RESPONSES FROM VOLUNTARY AGENCIES AND MUTUAL ASSISTANCE ASSOCIATIONS
(Form B)

FINDINGS

N=32

Note: SQ indicate the item number on the survey questionnaire.

The Work/Study Decision

Note: Respondents indicated their first choice with 1; last with 8.

A. The following represents the ranked work/study choices of 17-22 year olds: (SQ 5)

Males 17-19

		Average
attend high school	11111111111171116111121111	1.5
work and attend school	336427423281814432122384	3.6
work part-time	25484354456666244333566	4.3
attend a job/vocational training program	6828626866742582546 33	4.4
attend adult ESL education classes	5237862824846325785272	4.4
work full-time	44537437588281337674487	4.9
attend community/jr. college	877588887785675534775	5.7
neither work nor attend school	761825788388881187886888	6.4
marriage and pregnancy	77	

Females 17-19

attend high school	82211111111711121213116	2.0
work part-time	24454455456663435662	4.0
attend adult ESL education classes	312866283484227851773	4.4
attend a job/vocational training program	773826876844577425	4.6
work and attend school	46685848527145212388114	4.6
work full-time	555875386882376344881	5.2
attend community/jr. college	6846878687853456777	5.4
neither work nor attend school	7328237823888788687718	5.5
other - marriage & pregnancy	3	

Males 20-22

attend adult ESL education classes	237116767131743113211 31	3.2
attend a job/vocational training program	3642253315474156472642	3.8
work full-time	546521617116282233355235	3.9
work and attend school	6153442284271425186517	4.0

work part-time	15545355125736544533453	4.1
attend high school	247871826881887221872	4.8
attend community/jr. college	746344417775687467846	5.1
neither work nor attend school	4888788781837888760844384	6.9
marriage and pregnancy	0	
	Females 20-22	
attend adult ESL education classes	7132171574154521781111	3.3
work and attend school	81463541272271230157517	3.7
attend high school	262388181884811121872	4.0
work full-time	81546236236272640365235	4.1
attend a job/vocational training program	315375653454780742674	4.3
work part-time	71215543645746354373434 73	4.6
attend community/jr. college	517642457758736366867	4.8
neither work nor attend school	718487788137888460824382	5.8
marriage & pregnancy	0	

Individual Respondent Comments: "The new youth to our county want to attend high school rather than other educational institutions because of their need for interaction with peers and friends. All too often in our area when the Hmong go to college; they are not prepared. Their study habits are weak; they do not retain what they read and their goal is to get a diploma not a specific skill. Many go to school for the wrong reasons."

"Khmer females between 20-22 do not attend high school because they are heads of single parent households."

B. How parents influence these young adults' early decision to work or study: (SQ 10)

	Common	*Not common*
encourage them to study so they might get a higher paying job later	+++++ +++++ +++++ +++++ +++++	++
give a confused message by praising education but expressing a need for more income	+++++ +++++ +++++	+++++ +++
pressure them to do both	+++++ ++	+++++ +++++ ++++
mandate that they work	+++	+++++ +++++ +++ +++++ +++++

Comments: "Parents give a double message--go to work, go to school and kids react by 'just doing what they want to do'".

"Parents are unable to help the young person with homework. Sometimes they force and/or encourage early marriage."

"Hmong parents feel that education is important."

"Most Cambodian parents believe in education. If the parents can support them in school, then the parents insist that their children go to school."

C. How these young adults perceive the advantages of attending school: (SQ 11)

	Common	*Not common*
learn English quickly	+++++ +++++ +++++ +++++ +++++ +	++
learn more about American culture	+++++ +++++ +++++ +++++ ++++	++++
the value of a diploma/certificate	+++++ +++++ +++++ +++++ +++	+++
the increased possibilty of more satisfying employment	+++++ +++++ +++++ ++++++ +	+++++ +
acquire technical/transferrable skills	+++++ +++++ +++++ +++++ +	+++++ +
interact with peer group	+++++ +++++ +++++ +	+++++ +++++
to explore the new world	++	

Comments: "Many people move to Wisconsin for the purpose of education and therefore work does not have the primary focus. I think that the youth start work because of a cash motivation brought on by peers. Work aids them in getting the materialistic things their friends have. They quickly pick up on trends in dress, makeup, etc. and this requires cash."

D. The factors that influence these young adults' decisions to work or study: (SQ 12)

	work *strongly*	*somewhat*	*study* *strongly*	*somewhat*
ineligibility for public assistance	+++++ ++++		++	+++++ ++
financial situation	+++++ +++	++	+++	+++++
married/single	+++++		++++	+++
lack of information about educational/employment opportunities	+++++		+++++	+++
age indicated on personal records	++++		+++++	+++
family encouragemant	++++	+++++ +	+++++ ++++	+
previous years of schooling	+++	++++	+++++ +	+++++
sponsor's advice	+++	+++++ +	++++	+++
goals and ambitions	++		+++++ ++	++++
other: AFDC rules in some states strongly discourage work.	+			

Comments: "We see a lack of personal confidence and skills preventing work. Families sometimes discourage work because it interferes with the welfare check and they don't understand the complex rules regarding earned income."

EDUCATION

E. The factors which influence these young adults' decision to go to high school rather than adult education or vocational training are the following: (SQ 13)

	Strongly	*Somewhat*
family encouragement	+++++ ++++	++++
age indicated on personal records	+++++ +++	+++++
goals and ambitions	++++	+++++ ++
married/single	+++++	++
previous years of schooling	+++	+++++ +
financial situation	+++	+++++ +++++
ineligibility for public assistance	+++	+++++ +
lack of information about education/ employment opportunities	+++	+++++ ++
other: State Department of Public Instruction		+

Comments: "Most young people want to be with their peers, not 'old people'. High school seems more fun (there is the opportunity to participate in sports and extra-curricular activities) and gives them the chance to learn and experience more things from their American peers.

"It appears that the youth go to high school until the law changes. This is because they choose to be around the other youth."

"Americans should realize the Asian's deep 'cultural' desire to attend school. The desire to receive an education is far greater than the needs of attending a vocational school. Sure, vocational school is important, but should only be stressed as a last resort against dropout."

"The Hmong want to go to high school if they are young enough."

"The technical schools are viewed as the place where less intelligent people go. They see their parents going there and they know their parents are learning at a slowed pace."

"They have problems in these adult institutions because their age group is in a minority."

"Future financial security and professional career are the young adults' primary concerns."

"They have future plans to get a better job with better education."

F. The most serious problems these young adults have in secondary schools during their first six months of enrollment are the following: (SQ 14)

learning English	+++++ +++++ +++++ +++++ +++++ ++++
culture shock	+++++ +++++ +++++ +++++ +++++ +
handling the coursework	+++++ +++++ +++++ +++++ +++++ +
feeling overwhelmed by new demands	+++++ +++++ +++++ +++++ ++++

making friends	+++++ +++++ +++++ +++++
keeping regular attendance due to family demands	+++++ +++++
keeping regular attendance due to job demands	+++++ ++
lack of family support	+++++

Comments: "They see the American student but they often really don't feel or understand what it takes to be like them. Their base of knowledge just does not give them the subtle skills to help them adjust to situations in which the rules are changed."

"They are unable to set goals and have no idea of how to plan for their future. They also get a lot of peer pressure and are unable to handle this."

G. The most serious problems these young adults have in <u>secondary schools</u> 7 - 18 months after enrollment are the following: (SQ 15)

learning English	+++++ +++++ +++++ +++++ +++++ +++
handling the coursework	+++++ +++++ +++++ +++++ +++++ +++
culture shock	+++++ +++++ +++++ +++++ +++++ ++
feeling overwhelmed by new demands	+++++ +++++ +++++ +++++ +++++
making friends	+++++ +++++ +++++ ++++
keeping regular attendance due to family demands	+++++ +++++ ++
keeping regular attendance due to job demands	+++++ +++++
keeping regular attendance due to negative influence of peers	+++++
American pressure	+++

Comments: "They really lack an identity -- everything is so new and unusual to their world. They are trying to understand. They think they will learn so fast but in reality it takes a long time."

"It takes so long to learn the language. Also they are unable to do the same things as other refugees who have been here much longer."

H. The most serious problems these young adults have in <u>adult education community/junior college, or vocational/job training</u> during the first six months after enrollment are the following: (SQ 16)

learning English	+++++ +++++ +++++ +++
handling the coursework	+++++ +++++ +++++ +
feeling overwhelmed by new demands	+++++ +++++ +++++
culture shock	+++++ +++++ +++
keeping regular attendance due to job demands	+++++ ++++
keeping regular attendance due to family demands	+++++ +++
making friends	+++++ +++

Comments: "Some drop out because they don't have the language to learn the skills."

I. The most serious problems these young adults have in adult education/community/junior college, or vocational/job training 7 / 18 months after enrollment are the following: (SQ 17)

handling the coursework	+++++ +++++ +++++ +++++ +++++ +
learning English	+++++ +++++ +++++ +++++ +++++
culture shock	+++++ +++++ +++++ +++++ ++
feeling overwhelmed by new demands	+++++ +++++ +++++ +++++ +
making friends	+++++ +++++ +++++ ++
keeping regular attendance due to family demands	+++++ +++++ +++
keeping regular attendance due to job demands	+++++ +++++ ++
financial situation	++++
lack of motivation due to frustration	+

Comments: "They do not mix with American students -- they stay in a tight knit group of Hmong peers."

J. Why members of this group choose to leave school: (SQ 18)

feeling discouraged with progress toward graduation	+++++ +++++ +++++ +++++ ++
lack of previous academic preparation	+++++ +++++ +++++ ++++
finances	+++++ +++++ +++++ ++++
age restrictions	+++++ +++++ +++++ ++
completion of the program	+++++ +++++ +++++
find another program which better suits their needs	+++++ +++++ ++++
failed courses	+++++ +++++ +++
find a job	+++++ +++++ ++
marriage/pregnancy	+++++ ++++
lack of parental support	+++++
lack of friends and/or peer support	+++++
child care	++
move	+
unhappy at school, fear of failure	+
unclear setting of goals	+

Comments: "They don't understand where their future is and frequently take occupational goals given to them by elders."

"Suddenly they realize they don't understand and they don't fit in."

"For the Hmong, marriage and pregnancy also take their toll."

EMPLOYMENT

K. The first jobs these young adults find in their locality are the following: (SQ 19)

	Males	*Females*
within 6 months of arrival:		
factory	+++++ +++++ +	+++++ ++
cleaning	+++++ +++	++++
restaurant	+++++ +++++ +	++
sewing		++++
laborer	+++++	
child care		++
mechanic helper	+	
grocery stores	+	
after 1 year:		
factory	+++++ +++++ ++	+++++ +++
restaurant	+++++ +	+++++ +++++
janitor	+++++ +	++
laborer	+++	
sewing		+++
JTPA	++	++
cleaning		++
7-11 clerks	+	+
carpenters	+	
car parking	+	
hair salons		+
day care		+
after 2 years:		
factory	+++++ +++++ +	+++++
restaurant	+++++ ++	++++
sewing		+++
cleaning		+++
office work		++
child care		+
7-11 managers		+
hair salons		+
cashiers		+
auto mechanic	+	
carpenter	+	
7-11 clerks	+	
maintanence	+	
laborer	+	
gardening	+	
JTPA	+	

L. The most serious problems these young adults have at the workplace are the following: (SQ 20)

lack social skills to relate to employer/employees	+++++ +++++ +++++ +++++ +++++ ++
lack English skills	+++++ +++++ +++++ +++++ +++++
lack skills to do the job	+++++ +++++ +++++ ++
understanding rules, regulations, and instructions	+++++ +++++ +++++ ++
too many demands on their time	+++++
health problems	++

Comments: "English becomes the major problem in the social interaction area. A major part of any job is interaction with others. Limited English skills make Americans suspicious and distrust may arise."

"Because the Hmong often lack social skills to relate to employer/employees, there is unhappiness on the job. Many problems arise over this lack."

"The Hmong often speak their own language (on the job) and this cause suspicion."

M. The greatest strengths of these young adults on the job are the following: (SQ 21)

eager to learn	+++++ +++++ +++++ +++++ +++++
able to learn quickly	+++++ +++++ +++++ +++++ ++++
adaptable	+++++ +++++ +++++ +++++
diligent	+++++ +++++ +++
other - willing	+++++ +

Comments: "They have a positive attitude."

"Asian workers are good employees. They are generally very reliable and loyal. They generally will stay unless they are offended or believe that they have offended their employers."

"These factors would be the same for all youth. They are not cluttered with poor habits or set minds and thus are very shapeable (if they want to work.)"

N. The most common reasons these young adults leave their jobs are the following: (SQ 22)

to study	+++++ +++++ +++++ +++++ +
to get a better job	+++++ +++++ +++++ +++++ +
to learn another skill	+++++ +++++ +++++ ++
lose face with employer or co-workers	+++++ +++++ ++
don't see future in present job	+
job was temporary	+
pregnant	+

Comments: "They get laid off because their jobs are temporary."

"Misunderstandings -- they do not understand the skill requirements (for advancement) or some will leave when a supervisor criticizes them."

"They leave because they feel they should have been promoted or given a higher salary but they never approached their boss."

INTERACTION PATTERNS

O. These young adults perceive their parents in the following ways: (SQ 8)

	first 6 months
source of strong support	+++++ +++++ +++++ +++++
ill-prepared for resettlement	+++++ +++++ +++
source of confusion/frustration	+++++ +++++ ++
well-prepared for resettlement	+++++ +++++
dependent	+++++ ++++
making too many demands on their time	+++++ ++++
source of embarrassment	+++++ ++++

	after 1 year
source of confusion/frustration	+++++ +++++ +++++
source of embarrassment	+++++ +++++ ++++
making too many demands on their time	+++++ +++++ ++
dependent	+++++ +++++ +
ill-prepared for resettlement	+++++ +++++ +
source of strong support	+++++ ++++
well-prepared for resettlement	+++++ +

	after 2 years
source of embarrassment	+++++ +++++ +++++ ++
source of confusion/frustration	+++++ +++++ ++++
making too many demands on their time	+++++ +++++ ++
ill-prepared for resettlement	+++++ +++++ ++
dependent	+++++ +++++ +
well-prepared for resettlement	+++++
source of strong support	+++++

Comments: "Usually there are fewer problems when family members have jobs."

"First young adults follow their elders closely. In time (and as welfare runs out), they move away from their high opinion."

"Young adults begin to realize they have more power than their parents because of their mastery of English. They respect the family but become confused by two distinctly different worlds. I believe they begin to bully their parents into buying materialistic goods so they can be like the other youth."

"If kids are younger, they are more embarrassed. They will not stand with their parents at the grocery store, particularly if the parents are using food stamps."

"The parents seem to always have to depend on the children"

"The attitude towards parents gets worse through time because young adults adjust faster. Often kids re-think this after six years and come to respect their parents more."

P. These young adults believe the following: (SQ 24)

	Prior to arrival
that most Americans are helpful	+++++ +++++ +++++ +++++ +++++ +++
that most Americans care about refugees	+++++ +++++ +++++ +++++ +++
that they can immediately get a good job	+++++ +++++ +++++ ++++
that $3.35/hour is enough to get along on	+++++ +++++ +++++ +++
that their English is adequate for success in school/work	+++++ ++++
that they can easily get scholarship/ social assistance	+

	After arrival
that most Americans are helpful	+++++ +++++ +++++
that most Americans care about refugees	+++++ +++++
that their English is adequate for success in school/work	+++++
that they can immediately get a good job	++++
that $3.35/hour is enough to get along on	++

Comments: "Some refugees don't see Americans as caring or helpful because they house them with the lower classes with whom the refugees compete."

Q. The young adult clients begin to interact with the following: (SQ 25)

	Within first 6 months
earlier arrivals from their country	+++++ +++++ +++++ +++++ +++++ +
other Southeast Asian groups	+++++ +++++ +++++ +
Whites	+++++ +++++
other immigrant groups	++++
Blacks	++
Hispanics	++

	Between 7-18 months
Whites	+++++ +++++ +++++
other Southeast Asian groups	+++++ +++++ +
other immigrant groups	+++++ +++++
Hispanics	+++++ +++++
Blacks	+++++
earlier arrivals from their country	++++

	Never
Blacks	+++++ +++++ ++++
other immigrant groups	+++++ +++++ ++
Hispanics	+++++ +++++ +
Whites	++
other Southeast Asian groups	+
earlier arrivals from their country	0

INTEGRATION INTO U.S. SOCIETY

R. The easiest adjustments for these young adults are as follows: (SQ 26)

making friends (in own group)	+++++ +++
dressing American	+++++ ++
acting American	+++++
eating American	+++
listening to music	+++
watching T.V./V.C.R	+++
enjoying freedom	+++
driving	+

S. The most common cross-cultural problems are as follows: (SQ 27)

understanding subtleties of English	+++++ +++++ ++
dating	+++++ +++++
changing family roles	+++++ ++++
making appointments	++
being on time	+
lack of interpersonal skills	+
understanding legal system	+
access to clinics, hospitals	+
fear of others outside the community	+
transportation	+
not fitting in	+
segregation	+

T. The most serious problems for this age during their first 6 months in the U.S. are: (SQ 6)

inadequate English	+++++ +++++ +++++ +++++ +++++ ++++
feeling overwhelmed by new demands	+++++ +++++ +++++ +++++ ++
culture shock	+++++ +++++ +++++ +++++ +
deciding between school and work	+++++ +++++ +++++ +++
adjusting to new family roles	+++++ +++++ +++++ ++
feeling lonely	+++++ +++++ +++++ +
performing at school/work	+++++ +++++ +++
finding a job	+++++ +++++ ++
keeping regular attendance (at school and/or work) because of family demands	+++++ +++++ +

finding housing	+++++ +++++
balancing school and work	+++++ ++++
health	+++++
peer pressure from own group and American peers	+++

U. The patterns among those young adults who don't succeed in the first 2 years are the following: (SQ 28)

in and out of jobs frequently	+++++ +++++ +++++ ++++
stay in a job with little chance of advancement	+++++ +++++ +++
drug/alcohol abuse, gambling	+++++ +++++ ++
begin to exhibit deviant behavior (run away, steal, become violent)	+++++ +++++ +
try to start again with more schooling or training	+++++ ++
other	+++

Comments: "They try to 'look' the role of rebellious American youth -- peer pressure is important. They are copying American youth models which may not be the best choices."

"They want jobs that pay well. Frequently they don't want to accept the fact that you have to start at the bottom."

"Whether they find a job frequently depends on what role model has been provided by the family or sponsor. They go to work much more frequently when others in the immediate family do so."

V. The kinds of help young adults receive from volags and MAAs include the following: (SQ 7)

	first 6 months in U.S.
basic orientation to U.S.	+++++ +++++ +++++ +++
enrolling in E.S.L.	+++++ +++++ +++++ +
information about educational opportunities	+++++ +++++ +++++
finding jobs	+++++ +++++ +++++
personal and adjustment counseling	+++++ +++++ +
transportation	+++++ ++++
translation	+++++ +++

	after 1 year
finding jobs	+++++ +++++ +++++ +
personal and adjustment counseling	+++++ +++++ +++++
family counseling	+++++ +++++ ++
career counseling	+++++ +++++ +

	after 2 years
finding (upgraded) jobs	+++++ +++++ +++++ +
family counseling	+++++ +++++ ++++
personal counseling	+++++ +++++ ++

W. Percentage of 17 - 22 year old clients have problems with the law: (SQ 12)

traffic tickets, licenses, etc.	+++++ +++++ +++++ +++++ ++++
drugs/alcohol	+++++ +++++ ++
gang activity	+++++ +++++
wife/child abuse	+++++ +++++
gambling	+++++ +++
assault	+++++ +++
stealing	+++++ ++

Comments: "Gang activity is just beginning."

"The Hmong have remained clear of legal difficulties in most cases. Driving is the most frequent cause for interaction with the law. Accidents and not understanding common principles in driving get them in trouble."

"Some clients are involved in theft -- they want it now! They don't perceive work or study as a road to improving life."

X. The roles these young adults assume in the family after arrival in the U.S.: (SQ 9)

Males

interpreter	+++++ +++++ +++++ +++
the one who learns about the community and explains to other family members	+++++ +++++ +++++
one who acts on behalf of the family	+++++ +++++ +++
participant in decision-making	+++++ +++++ +++
wage earner	+++++ +++++ ++
role reversal with parent(s)	+++++ +++++
liaison	+

Females

interpreter	+++++ +++++ +++++ +++
the one who learns about the community and explains to other family members	+++++ +++++ +++
one who acts on behalf of the family	+++++ +++++ +
participant in decision-making	+++++ +++
wage earner	+++++ +++
role reversal with parent(s)	+++++ ++
cooking, taking care of younger siblings, housework	++

Comments: "The Vietnamese young people don't assume new roles because these newly arrived youngsters don't have skills or language. They may take over family roles after a couple of years when they know more."

MALE AND FEMALE DIFFERENCES

Y. The differences in the behavior of males and females of this age group are the following: (SQ 30)

	Males	*Females*
eager to date	+++++ +++++ +++++ ++++	+++
eager to work	+++++ +++++ +++++ +++	+++++ +
eager to study	+++++ +++++ ++++	+++++ +++++ +++++ +
mix more easily with people outside of their ethnic group	+++++ +++++ +++	+++++ +++++ +
eager to marry	+++++ +++	+++++ +++++ +++++ ++

Comments: "Females are eager to study but have problems with babies and domestic chores".

"Girls must not appear to be eager to date - they must be secretive."

"If she's over 18, she's too old to marry."

"Prior education and the parental situation have a great influence. Girls whose fathers encourage education are not as easily 'married off'. Boys have clearer goals and are more determined to succeed."

Males have so much more freedom to be different. They can go places and to things which are unacceptable for females. They can share the company of others (mixed sexes) with less peer or family pressures. Females thus revert to more traditional roles (mother and wife). Fighting traditions, family and peers are stressors."

"Males are allowed to become Americanized more than females."

"Females are always under someone's thumb. Males have freedom and thus develop this superior attitude. This attitude then allows them to compete with American peers."

"17-19 year old females mix more easily with Americans because they're in high school. 20-22 year old females don't get exposed to Americans."

Z. The common concerns of married men in this age group are the following: (SQ 31)

	Common	*Not common*
difficult to meet traditional responsibilities	+++++ +++++ +++++ ++++	++++
wife wants to work/study	+++++ +++++ +++++ +	++++
difficult to adjust to responsibilities of being a husband in the U.S.	+++++ +++++ +++++	++++
wife is overextended and husband/ family must help with household chores	+++++ +++++ ++++	+++++ ++
wife doesn't want to work/study	+++++ +++	+++++ ++
wife is overextended and husband/ family won't help with household chores	+++++	+++++ +++
wife becomes more successful	++	

AA. The common concerns of married women in this age group are the following: (SQ 32)

	Common	*Not common*
are unable to handle responsibilities at home and job/school	+++++ +++++ +++++ +	+++
need child care	+++++ +++++ +++++	+++++ +
do attend school	+++++ +++++ ++	+++++
want to attend school	+++++ +++++ ++	+++
must stay home	+++++ +++++	+++++ ++
if wife works, family does not help with domestic chores	+++++ +++	++++
are able to handle responsibilities at home and job/school	+++++ ++	+++++ +
if wife works, family helps with domestic chores	+++++ +	+++++ +++
do not want to attend school	++++	+++++ ++
use child care	+	+++++ ++
husbands are too bossy	+	

Comments: "All problems: Biggest problem is husband doesn't want to work."

"Females have to defer to the husband and this creates a problem for the female. They are unable to grow and develop within America and thus their socialization is limited."

"When this age group gets married they frequently have children right away. The male does not usually take over household duties and we thus see an overloaded young mother who is immature herself and gets caught in a stress situation. America has too many stimuli and the young woman can become confused."

SUGGESTIONS

BB. Suggestions for age division for the 17-22 year old program: (SQ 23)

The following age groupings have been suggested:

17-19	+++++ ++
20-25	+++++ ++
17-22	+++++ +
17-21	++
16-20	+
18-21	+

CC. Suggestions for topics for the Overseas Refugee Training Program in Southeast Asia for this age group include the following: (SQ 34)

English -- All groups mentioned increasing E.S.L. instruction, especially as it is related to job skills. One respondent suggested that training start in border camps.

Academic -- All groups suggested giving further math and literacy skills.
-- One Hmong respondent suggested training in native language literacy.

Job Skills -- All groups mentioned increasing job skills training. They also mentioned encouraging realistic expectations, especially about the necessity of taking entry level part-time work. The Vietnamese stressed the value of sticking with entry level positions since it's the only way advancement becomes feasible. Some suggested that the program train young adult refugees how to seek jobs -- they don't know how to find work.

Life skills
- -- One respondent noted that normal problems of adolescence/young adulthood are not necessarily problems of adjustment ...American young people also have these problems. He mentioned the program should emphasize that learning is a lifelong process. Several others mentioned introducing stress management and coping strategies.
- -- Several emphasized that goal setting and steps to achieving them (coping with setbacks as well as successes), are important to emphasize. This was mentioned as especially crucial for Hmong girls. This should include instruction in evaluating choices and resisting the temptation to compare your progress with others.
- -- Several noted the need for instruction in the responsibilities of the individual in a democracy.
- -- One respondent noted that Lao young adults have trouble handling sudden freedom -- results in poor use of money, drinking, and drug abuse.
- -- Another respondent mentioned that Khmer young adults who have been on their own for several years in the camps find it difficult to abide by foster families' rules. He suggested that the camps should exert more control over youth to combat this.
- -- Several mentioned stressing that working and going to school is normal, acceptable and feasible. Even American kids do it.

Changing family roles -- Several respondents mentioned that the program should warn families to expect that the distribution of responsibilities may change or become more diffuse. Parents often have a more difficult time learning English, and children are often required to translate, interpret, and fill out forms which may lead to school absences.

Welfare -- Several requested that the program emphasize that welfare is for temporary help. It is important to stress reliance and self sufficiency since assistance is not certain or consistent. One Khmer respondent noted that there is a trend among Cambodian girls to have babies in order to get welfare.

Legal education -- One Khmer respondent noted the program should educate about rules and regulations such as child abuse, mandatory school attendance, etc.

Cultural -- Several emphasized the importance of refugee youth maintaining their own cultural identity.

Marriage
- -- Several Hmong and Lao respondents requested emphasizing equal rights for husband and wife and the overall equality of women. They suggested that the program train husbands as well as wives in household tasks such as maintainance and management.
- -- One Hmong respondent stressed that early marriage is not an escape from life's problems in the U.S.
- -- Another noted that marriage in the U.S. should be after financial stability is achieved.

Counseling

-- One Hmong respondent emphasized that Americans can be sources of help. Sponsors, counselors, advisors -- can be trusted for advice and information.
-- A Khmer respondent advised that young adult refugees be encouraged to stay in the first location until they adjusted so that the sponsor is available to help.

Other

-- Striving toward goals. Maybe the young adults can help reunite their families.
-- Health education is important, stressed one Hmong respondent.

YOUNG ADULT REFUGEE SURVEY

FINDINGS FROM ADULT EDUCATION, COMMUNITY/JUNIOR COLLEGE AND VOCATIONAL TRAINING EDUCATORS (Form C)

INTRODUCTION

Background

Many refugees over the age of 17 enroll in adult education centers, community/junior colleges, vocational training programs, or four-year colleges. The type of institution a refugee enrolls in depends on his/her educational background and situation, community resources, and the enrollment policies of the institutions. Adult education, community/junior college, vocational training, and university educators were included in this survey in order to gain their perspective on the resettlement experiences and needs of the refugees they serve.

Demographics

About one-third of the institutions surveyed were adult education centers. Another one-third were community/junior colleges. The rest, in order of frequency, were: vocational training programs, refugee and refugee youth programs. Two four-year colleges were also included in the survey.

A little less than one-third of the institutions surveyed enrolled students from all four ethnic groups (Vietnamese, Lao, Hmong, and Khmer). The other two-thirds enrolled students from predominantly one or two ethnic groups.

On the whole, the institutions surveyed serve the older members of the 17-22 year-old age group. Twenty-two year olds were the most frequently reported age group, followed by 20 year-olds and 21 year-olds. Four institutions serve18 year-olds and one serves 17 year-olds.

FINDINGS

Enrollment

According to about one-third of the respondents, 70% or more of this age group enrolled in the respondent's institution during their first year of resettlement. About one-third of the respondents indicated that 70% or more of their students complete requirements for graduation/certification.

An overwhelming number of respondents reported that students enroll to learn English. Two-thirds of the respondents reported that students enroll in order to learn a marketable skill

Work Habits

More students work part-time than full-time. About one-half of the respondents reported that more than 20% of the students work part-time. Nearly one-third of the respondents indicated that less than 20% of their students work full-time.

Counseling

One-half of the respondents reported that students generally take advantage of counseling, most often relating to career and course planning. Several respondents noted that students take part in counseling because it is a mandatory part of the program. Almost all the institutions serving the Hmong reported that students use counseling services. This may reflect the fact that the majority of the Hmong-specific institutions in this survey are adult education centers, which often require students to participate in counseling.

The reason most often given for not taking advantage of counseling was "prefer informal peer/ethnic advisors." Several respondents noted that counseling is a culturally unfamiliar concept to Indochinese refugees. Only two respondents indicated that students take advantage of personal counseling.

Problems

Respondents most often indicated lack of English as a serious problem for their students during the first 6 months. Other problems in order of frequency were: culture shock, feeling overwhelmed by new demands, lack of previous education, and handling academic coursework.

The same problems were reported for months 7-18 with a slight change in the order of frequency. Learning English was most often indicated, followed by lack of previous education, handling the academic coursework, feeling overwhelmed by new demands, and coursework. For institutions serving Hmong, lack of previous education was the second-most often reported problem.

Interaction

The overwhelming majority of respondents reported that students interact with members of their own ethnic group during their first 6 months of resettlement in the United States. Respondents reported only slightly more interaction between Indochinese groups and members of other ethnic groups during months 7-18.

Reasons for Leaving the Educational Institution

The most frequently cited reason for leaving the institution was completion of the program. Other reasons given, in order of frequency, were: employment, moved and enrolled in another program. For the Hmong, "moved" was reported most often. "Marriage/pregnancy," "have completed the program," "employment" and "enroll in another program" were cited with equal frequency.

Problems With the Law

The overwhelming majority of respondents reported only a few or no cases of problems with the law. The two most often cited problems areas were"traffic tickets, licenses,etc." and "drugs/alcohol." An adult educator from Fresno (which contains the largest Hmong community in the U.S.) reported that 70% of the Hmong students have had problems with "traffic tickets, licenses, etc." This same respondent commented that "90% of the Hmong don't understand the U.S. judicial system or the laws."

Attitudes Toward Learning

According to several respondents, students -- in particular, the Hmong -- underestimate the importance of English and the time and effort it takes to learn it well. However, several respondents serving Vietnamese noted the opposite misperception: You can't get a job until your English is perfect -- or close to it.

Several respondents mentioned their students' passive attitude toward learning. One respondent referred to "the gas station" notion of learning: "You go in and get filled up with no effort on your part."

Unrealistic Notions About Life in the U.S.

The following were cited as misconceptions or unrealistic expectations about life in America: life is easy, the streets are paved with gold, and everyone is rich.

Difference Related to Gender and Marital Status

Respondents most often reported "family/home responsibilities" as a significant difference between males and females. Other significant differences reported in order of frequency were: child/care responsibilities, spouse expectations, educational goals, and educational level/preparation. "Educational level" appears to be a more significant difference for the Hmong than other groups. "Family/home responsibilities" was most often reported as a significant difference between married and unmarried students followed by child care responsibilities, spouse expectations, and a need for early employment. One respondent noted that having children is a more important factor than marriage.

RECOMMENDATIONS

Skills

English was mentioned most often as a needed skill. Of the four English language skills (listening, speaking, reading, writing), reading was most often listed as needed.

Topics Young Adult Refugees Need to Know About

The three areas most often recommended were:

1. School: how the U.S. school system works, post-secondary options available, and how to gain access.
2. Law: U.S. judicial system, responsibilities and rights, and consequences of certain actions.
3. Youth social behavior -- especially regarding dating.

Other suggested topics include: assertiveness in American society, reasonable goals and expectations and health issues. (See form C - Survey Results for a comprehensive list)

Grouping

In response to the question, "Can these ages be grouped together in a special program for 17-22 year olds?" 15 respondents answered "Yes" and 11 answered "No."

Most of the respondents who answered "No" recommended that 17-22 year-olds be placed into separate, older/younger groupings with more academic training for the younger group and more employment-related training for the older.

YOUNG ADULT REFUGEE SURVEY

TABULATIONS OF RESPONSES FROM ADULT EDUCATION, COMMUNITY/JUNIOR COLLEGE, AND VOCATIONAL TRAINING EDUCATORS

N=28

Note: These findings are numbered exactly as those on the original survey.

1. Name

2. Which of the following describe your institution?

Community/junior college	+++++ +++++ +
adult education center	+++++ +++++ +
vocational training program	+++++
JTPA/Summer Youth Program	+ + +
other	
4 year college	+
Special 19-20 year old program	+
Refugee program	+

3. What is the name of your institution , city, and state?

Mt. Hood Community College, Gresham, Oregon
El Centro College, Dallas, Texas
Resettlement Program, St. Paul, Minnesota
American Refugee Committee, Minneapolis, Minnesota
St. Paul Technical Vocational Institute, St. Paul, Minnesota
St. Paul Adult Basic Education, Minnesota
Des Moines Community College, Iowa
Connecticut Adult Education Staff Development Center, West Hartford
Fresno Adult School, California
Western Piedmont, Morganton, North Carolina
Concordia College, St. Paul, Minnesota
Lakewood Community College, St. Paul, Minnesota
Northeast Wisconsin Technical Institute, Wisconsin
H.B. Woodlawn High School, Arlington, Virginia
Proteus Emplyment Opportunity, Des Moines, Iowa
Prince George Community College, Maryland
Tacoma Community College, Maryland
Des Moines Community College, Iowa
Skills Center, San Diego, California
Hartford Adult School, Connecticut
Catholic Charities Project Rise, St. Paul, Minnesota
Montgomery County Adult Education, Maryland
IRCO, Portland, Oregon
Easfield Community College, Dallas, Texas
University of Minnesota
San Diego Community College, California
San Diego Mesa College, California
Northern Virginia Community College, Annandale, Virginia

4. Positions

ESL coordinator	+++++ ++++
instructor	+++++ ++++
administrator	+++++
department head	+++++
student advisor/counselor	++++
other	
program manager	+
emplyment coordinator	+
program coordinator	+
assistant director	+
bilingual program director	+

5. Percent of students who are Southeast Asian refugees between the ages of 17 and 22?

less than 20%	+++++ +++++ +++++ +
approximately 20-40%	+++++ +++
approximately 70% or more	+++
approximately 40-70%	++

Respondents' comments:

"Most younger students attend public high schools when they first come. It seems like an insult to go to adult education classes after that."

6. Ethnic groups represented in the 17-22 population.

Vietnamese	+++++ +++++ +++++ +++++ +++++ +++++ +++++ +++++ ++
Cambodian	
Hmong	+++++ +++++ +++++ ++++
Lao	+++++ +++++ +++++ ++++

7. Can these ages be grouped together in a special pre-entry program for 17-22 year-olds in the overseas processing centers?

yes	+++++ +++++ +++++
no	+++++ +++++ +

Other groupings: 17-19, 20-22; 16-17, 18-20, 20+: ; 17-18, 19-20; 21-22; 16-18, 19-21.

Respondents' comments:

"Age is not as important as ethnic/educational/family/socioeconomic background."
"Group according to single or married."
"Older and younger have different educational and socio-cultural needs."
"19-22 year-olds need to find employment; 16-17 year-olds need broader introduction to their options."
"Would like to see 17-19 year-olds in PASS."
"16-18 year-olds have more academic options; 19-21 year-olds need to work sooner."

"Group by different cultures. Amerasians should be separate."
"Younger students should be prepared for American high schools."
"Cultural pressures are different."

"For academic English and study skills, older and younger students have the same needs. The primary difference is that the older ones are more serious, perhaps a bit less fluent. The younger students have been socialized in high school and are more American."
"Grouping based on age may not be as appropriate as dividing students based on family responsibility and role. The younger adults who are part of a larger family unit with parents will probably need preparation for US school system. The same age adults with their own families and dependents need preparation for assuming work responsibilities along with being part-time students in the US."
"Students should be grouped by a number of factors: age, experiences, abilities, and motivation. Age by itself will limit the potential gowth of this group."
"The group doesn't have homogeneous needs. The younger ones have more academic options. The older ones need to get to work sooner."

8. What percent of this age group who enroll in your institution are in their first year of resettlement ?

approximately 70 % or more	+++++ +++++ +
less than 20%	+++++ ++
approximately 40-70 %	+++++ +
approximately 20-40%	+++++ +

9. In your experience, how long after arrival do students most frequently enroll in your institution?

within the first year	+++++ ++++
immediately +++++ ++	
within the third year	+++
no pattern +++	
within second year	+
other	
after high school	+
2-4 mos after arrival	+

Respondents' comments:

"Enrollment depends upon class openings and family pressures. Those who move here with school as their goal enroll immediately. (Many people move here because of the flexible rules for going to school rather than work and the high welfare grants.)"
"Vietnamese are likely to enroll within the 1st year -- the Hmong, much later." (A technical vocational school).

10. Refugees from which age groups most frequently enroll in your institution ?

22 yrs	+++++ +++++ +++++
20 yrs	+++++ +++++ ++++
21 yrs	+++++ +++++ ++
19 yrs	+++++ +++
18 yrs	++++
17 yrs	+

11. In your experience, what factors influence these groups' decision to enroll in your institution?

opportunities provided at institution	+++++ +++++ +++++ +++
financial situation	+++++ +++++ +++++ ++
sponsor's advice	+++++ +++++ +++
high school not an option	+++++ +++++ ++
family encouragement	+++++ ++++
can work and study at the same time	+++++ +++
little previous education	+++++ +
adequate previous education	+++++ +
other	
referrals	+++++
skills for employment	++
mandatory	+
word of mouth	+
enouragement of HS teachers	+
high school attempt not successful	+

Respondents' comments:

"Age and the law. In the beginning of the refugee program in 1975-1976, the technical/vocational schools were more common for the younger students as well as the older students. Now that we have ESL in the public schools, this makes the choice for high school easier."

12. What do refugees of this age usually expect when they enroll in your institution?

that it will help them learn English	+++++ +++++ +++++ +++++ +++++ +
that they will learn a marketable skill	+++++ +++++ +++++ +++++
that they will be assured of a job	+++++ +++++ +++
that they will be able to earn a college degree/certificate	+++++ +++
that they will make friends	++
other	
that they can continue to go to school rather than work	+
that they will get some direction	+
that they can maintream in college or vocational/technical school	+
that they will be able to go to college	+

13. What percent of these students are able to complete the requirements for graduation/certification?

approximately 70% or more	+++++ +++++
approximately 20-40%	+++++ ++
less than 20%	+++++
approximately 40-70%	++++

Respondents' comments:

"The rules in our state have just become tighter -- fewer Hmong will pass the requirements."

"Too often their study habits limit their growth. They don't force themselves to depend on English. They revert to the native language too frequently."

14. What other options are available to refugee students in this age group in your geographical area?

vocational training	+++++ +++++ +++++ +++++ +++++
entry level job	+++++ +++++ +++++ +++++ +++++
adult education	+++++ +++++ +++++ +++++ ++++
GED	+++++ +++++ +++++ +++++ ++++
high school	+++++ +++++ +++++ +++++ +
JTPA (Job Training Partnership Act)	+++++ +++++ +++++ ++
community/junior college	+++++ +++++ +++++ +
other	
university	+++
technical college	+

15. What proportion of these young adults work while studying at your institution?

Work Full-Time

less than 20%	+++++ +++++ ++++
approximately 40-70%	++++
approximately 20-40%	++++
approximately 70% or more	-

Work Part-Time

less than 20%	+++++ +++++
approximately 40-70%	+++++ ++
approximately 20-40%	+++++ +
approximately 70% or more	+++

Respondents' comments:

"We are beginning to see more desire to work. This desire is based upon the need for money and the realization that work has value in learning the language. The younger students, are mimicking the American students."

"They resist working because they aren't able to understand the relationship between work/school and personal development. In the camp teach them that many people in this country go to school and work. Also, it's necessary to realize that once you get a full-time job, you still often need to continue part-time school."

16. In what kinds of classes do refugee students in this age group generally enroll?

as much ESL as possible	+++++ +++++ +++++ +++++ +++++ ++
math/science classes	+++++ +++
vocational training classes	+++++ +++++ +++
regular academic load	+++++ +++
technical degree program	+++++ ++
computers	++
other	
GED	+++
basic ed	+
electronics	+

Respondents comments:

"Most of the students in ESL want vocational training because they believe they will get a good job."

17. Do students in this age group generally take advantage of counseling services?

yes	+++++ +++++ +++
no	+++++ +++++ +++
If yes, what kinds?	
career planning	+++++ +++++
course planning	+++++ +++++
mental health	+
health	+
other	
financial	+
orientation	+
family counseling	+
If no, why	
prefer informal peer/ethnic advisors	+++++ ++++
lack of knowledge that help exists	+++++
lack of knowledge of how to access system.	+++
other	
cultural reluctance	++++

Respondents' comments:

"They tend to be less open to talk about themselves."
"They don't believe that information/advice given applies to them."
"In general, this concept is foreign to most Hmong. They don't understand the basic principles of counseling. Therefore, we mandate the activity."

18. In your experience, what is the average length of time that refugee students in this age group study in your institution?

1-2 years	+++++ +++++
less than 1 year	+++++ ++++
until they graduate/finish program	+++++
one year only	++
as long as the state laws permit	+
other	
3-4 years	+
as long as they have to	+
only allowed 6 months	+
more than 2 years	+

19. What are the most serious problems for this group during their first six months of enrollment?

lack of English	+++++ +++++ +++++ +++++ +++++ +
culture shock	+++++ +++++ +++++ ++
feeling overwhelmed by demands	+++++ +++++ +++++ +
lack of previous education/high school diploma or GED	+++++ +++++ +++
handling the academic coursework	+++++ +++++ ++
family demands	+++++ +++++
responsibilities at home	+++++ +++++
keeping regular attendance due to job demands	+++++ ++
making friends	++++
other	
poor study skills	+
don't understand need for early employment	+
lack of direction/ self-discipline	+
financial problems	+
home pressures	+
lack of self-esteem	+

Respondents' comments:

"They don't realize what they don't know and what is important. Their study skills are very poor and they resist changing. An additional problem is that they follow the advice of relatives and others which is erroneous and they aren't flexible in reconsidering this advice." (Hmong-specific vocational technical institute.)

"17-22 is an at-risk group. With the lack of English, the issues are complicated."

20. What are the most serious problems for this group between 7 and 18 months of enrollment?

learning English	+++++ +++++ +++++ +++++ ++++
feeling overwhelmed by demands	+++++ +++++ +++++ +++
handling the academic coursework	+++++ +++++ ++++
culture shock	+++++ +++++ ++

job demands	+++++ +++++ ++
lack of previous education/high school diploma or GED	+++++ +++++ +
family demands	+++++ ++++
keeping regular attendance due to responsibilities at home	+++++ +++
making friends	+++++
other	
self-esteem	+
financial pressures	+
home pressures	+
don't understand need for early employment	+
frustrated by slow progress	+
getting adequate counseling	+
getting discouraged	+

Respondents' comments:
"Another problem is lack of commitment to school. Frequently they don't do school work outside of the classroom. They need to remember that school is a 24-hour activity. We learn in the world around us."

21. With whom do these students usually interact?

Within first 6 months	
members of own ethnic group	+++++ +++++ +++++ +++++ +++++ +
other Indochinese groups	+++++ ++
Whites	+++++
members of other immigrant groups	+++
Blacks	+++
Hispanics	++
Between 7-18 months	
members of own ethnic group	+++++ +++++ +++++ ++++
other Indochinese groups	+++++ ++++
members of other immigrant groups	+++++ ++
Whites	+++++ +
Blacks	+++
Hispanics	++

Respondents' comments:

"When the classes are mixed, there seems to be much more interaction. The Hmong in particular tend to keep to themselves. Their close-knit attitude seems to hinder their growth and development. The Vietnamese have learned to go out of their way to interact with Americans. In the camp, teach the youth that by interaction, they will develop the whole person and learn the language better."

22. What are some of the general reasons why these students leave your institution?

have completed program	+++++ +++++ +++++ +++++
employment	+++++ +++++ +++++ ++++
moved	+++++ +++++ +++++
enroll in another program	+++++ +++++ +++
financial reasons	+++++ +++++ ++
feeling discouraged with own progress	+++++ +++++
marriage/pregnancy	+++++ ++++
child care responsibilities	+++++ +++
lack of academic preparation	+++++ +++
have achieved own goals	+++++
failed courses	+++++
welfare restrictions	+++++
lack of parental support	+++
lack of friend/peer support	+++
have gained necessary skills	+++
legal problems	+
age restrictions	+
other	
transfer	+
no support from spouses	+
reaction to racism	+

Respondents' comments:

"Health is sometimes a factor. When the students miss too much school, they are dropped to make room for other students. Also, they let family responsibilities, such as interpretaion and transportation, take priority over school, and this can lead to dismissal."

23. Approximately what percent of this group attending your institution have problems with the law in the following areas?

	<u>few or no cases</u>
assault	+++++ +++++ +++++ +++++
stealing	+++++ +++++ +++++ ++++
gambling	+++++ +++++ +++++ ++
drugs/alcohol	+++++ +++++ ++++
gang activity	++++ +++++ +++++
wife/child abuse	+++++ +++++ ++++
traffic tickets, licenses, etc	+++++ +++
other	

	<u>less than 20%</u>
traffic tickets, licenses, etc	+++++ +
drugs/alcohol	+++++ +
gang activity	++
wife/child abuse	++
gambling	++
stealing	+
assault	+
other	

	40-70%
traffic tickets, licenses, etc	++
gambling	
stealing	
assault	
drugs/alcohol	
gang activity	
other	
	20-40%
traffic tickets, licenses, etc	++
gambling	
stealing	
assault	
drugs/alcohol	
gang activity	
other	
	over 70%
traffic tickets, licenses, etc	+
gambling	
stealing	
assault	
drugs/alcohol	
gang activity	
other	

Note: 70% figure refers to Hmong in Fresno.

Respondents' comments:
"We are on the verge of seeing self-protection gangs made up of kids who aren't comfortable with their heritage and are jaded by American society. They are losing hope and failing. We must provide good role models."

"Hmong students stay clear of disruptive behavior. Cars and driving are the major offenses."

24. In which areas are there significant differences between males and females of this group?

family/home responsibilities	+++++ +++++ +++++ +++++ ++++
child care responsibilities	+++++ +++++ +++++
spouse expectations	+++++ +++++ +++++
educational goals	+++++ ++++
educational level/preparation	+++++ +++
need for early employment	+++++ +
family encouragement	+++++ +
family discouragement	+++++ +
financial demands	+++++
none	
problems with the law (see item 23)	+
other	
female Hmong not changing as fast as males	+
males don't want to work at home	+

25. In which areas are there significant differences between married and unmarried members of this group?

family/home responsibilities	+++++ +++++ +++++ +++++ ++
child care responsibilites	+++++ +++++ ++++
spouse expectations	+++++ +++++ ++++
need for early employment	+++++ +++++ +++
financial demands	+++++ +++++
educational goals	+++++ +++++
financial demands	+++++ +++++
family encouragement	+++
family discouragement	+++
educational level/preparation	++
none	
other	
married refugees are better students	+
having children is more important	+

Respondents' comments:

"When these younger students are married, they often have children, and this presents scheduling problems because both want to attend school. Usually the female ends up staying home."
"Having children is more important than marital status."
"There is a more significant difference between those who are newly arrived and those who have been here longer. Those who have been here longer are less prepared and aren't committed to education. They become jaded. The new arrivals are better students."

26. Please list the five main skills that young adult refugees need to be prepared for U.S. junior and senior high school.

English	+++++ +++++ +++++ +++++ +++++ +++
reading	+++++ +++++
oral	+++++ ++++
idioms & slang	++
asking questions	+
asking for help	+
pronunciation	+
writing	+++++ +
math	+++++ +
social science & history	+++++ +
study skills	++++
assertiveness	++
develop self-esteem	++
social skills	+
science	+
cross-cultural communication	+
interpersonal skills	+
problem solving skills	+
text book English	+
decision-making skills	+

time management	+
use of office hours	+
ways to say no to sex and drugs	+
computers	+
realistic expectations about employment	+
test taking	+
making friends outside own ethnic group	+
handling hew freedom	+
organizing information	+
map reading	+
how to fill out applications	+

27. List five topics which young adult refugees should know about.

Getting Information	
how to find information	+++++ +++++ +
how to find out about jobs	+++++ ++
how to find out about education	++++
library use	+
Social behavior	
social behavior & dating	+++++ +++++ ++
sex education	+++++ +
birth control/family planning	+++
postpone marriage & child raising	+
Regulations	
laws	+++++ +++++ +
driving	+++++
marriage	+
job policies (vacations, insurance,etc.)	+
U.S. Educational system	+++++ ++++
Health	
health&disease	++++
AIDS	++++
alcohol	+++
City life	
urban survival skills	+++
high crime areas	+
interaction with high risk youth	+
street life	+
choice of residential neighborhoods	+
Expectations	
of society	+++
of community	+
classroom	+
teacher	+

U.S society	
structure	++++
overview	+
institutions	+
religion	+
racial/ethnic relations	+
Assertiveness in American society	+++++
Reasonable goals & expectations	+++++
Having a female boss	+
Concept of time in the U.S.	+
Length of time to master English	+
Transition from student to employee	+
Generation gap	+
Combining work & school	+

28. List three attitudes that need to change, or misconceptions that need to be addressed.

MISPERCEPTIONS

Education	
Can't mix work & school	+++
Education is only a means to a job	+++
Language is a barrier to employment	++
Education means a high-paying job	++
Learning is self-directed	++
School English is enough	+
English isn't important if you have the right training	+
English can be learned quickly	+
A degree counts more than English	+
Learning is passive	+
"Paved with gold" theory	
All Americans are rich	+++
Life in the U.S. is easy	+++
Sexual equality	
Females have limited role	+++
Females must be taken care of	+
Others	
How & when to get health care	++
Hard to leave family & live on one's own	+

ATTITUDES TO BE TAUGHT

Laws & regulations	
Welfare has restrictions	+++
Laws & regulations should be followed	++
Welfare is temporary help	+

Ethnicity	
Don't show racism toward blacks	+
Interact with other groups	+
Have more contact with general public	+
Upward mobility is possible	++
Assertiveness	++
Say what you mean	+
OK to show anger constructively	+
Freedom means responsibility	+
Setting goals & sticking to them	+
Realistic evaluation of abilities	+
Have fewer children	+
Cleanliness	+
How to synthesize information	+

29. Please add any suggestions you would like to make to the Overseas Refugee Training Program.

assertiveness	+++
more English	+++
more subject matter instruction	++
listening and speaking to native speakers	++
racism	+
Asian vs. Western ways of thinking	+
how to get involved in U.S. society as a whole	+
practice using the telephone	+
program should be at least at high-school level	+
teach English for job skills	+
stress early employment	+
time management	+
how to seek out information	+
teach about urban vs. rural culture	+
teach about transportation	+
tell them about successful role models	+
give them more support amd direction -- weekly session with a counselor is not enough	+
simulations of high school situations	+
need to develop more responsibility for own learning	+
need to learn idioms	+
need to know that no one gives you anything for nothing	+

YOUNG ADULT REFUGEE SURVEY

FINDINGS FROM HIGH SCHOOL EDUCATORS
(Form D)

INTRODUCTION

Background

Many 17-19 year-old young adult refugees attend high school upon arrival in the United States. Therefore, secondary level educators were included in the YAR Survey in order to provide their special perspective on the unique resettlement experiences and training needs of older students in high school.

DEMOGRAPHICS

Respondents

Twenty-six high school educators were interviewed. The group included 11 ESL teachers, 5 ESL or bilingual program coordinators, 2 school administrators, 2 GED teachers, 2 math/science teachers, one multicultural specialist, one school registrar, one social worker, and one consultant from the following schools:

San Diego Public Schools - San Diego, California
Fresno Unified Schools - Fresno, California
Takoma Public Schools - Tacoma, Washington
Portland Public Schools - Portland, Oregon
Dallas Independent School District - Dallas, Texas
Des Moines Public Schools - Des Moines, Iowa
St. Paul Public Schools - Minneapolis, Minnesota
Minneapolis Public Schools - Minneapolis, Minnesota
Green Bay Public Schools - Green Bay, Wisconsin
Burke County Public Schools - Morganton, North Carolina
Hartford Public Schools - Hartford Connecticut
Fairfax Public Schools - Fairfax, Virginia

Eleven states were represented in the survey. California permits student to remain in high school until age 19, Maryland, Wisconsin and Virginia until they are 20, and Connecticut, Iowa, Oregon, Minnesota, North Carolina, Texas, and Washington until they are 21.

Students Served

About half of the high schools in the survey enrolled students from all four ethnic groups (Hmong, Khmer, Lao, Vietnamese); the other half enrolled students from predominantly one or two ethnic groups (Hmong and Vietnamese). Although 17-22 year-olds do not represent a large proportion of the total Southeast Asian student population in the schools surveyed (less than 40%), they are present. In addition, when compared to other immigrant students of this age group, the number of 17-22 year-old Southeast Asians enrolled in high school may be considered higher.

FINDINGS

Respondents indicated that 40% or more of students in the 17-22 year-old age group enroll in high school during their first year of resettlement. Seventeen year-olds are the ones who enroll most frequently. Some 18 and 19 year-olds are also reported to enroll, however schools often counsel these older students to go into technical training programs, evening high school or adult education classes. Experience has shown they will drop out soon because most older students (ages 18 or older) are unable to complete the high school course of study by the time they reach the legal age. This is particularly true for states where minimum competency testing is a graduation requirement and for students who have little or no previous education.

This section discusses the experiences, needs, and problems of these students as reported by the high school educators that responded to the YARS questionnaire. It primarily reflects the experiences of those younger students (age 17-18) since they are the ones enrolled in high school programs.

High School Programs

Students usually enroll in high school within 1 to 3 months after arrival. They are often placed in 2-3 periods of ESL, basic math, and non-academic elective classes that satisfy graduation requirements, i.e., physical edcation, art, home economics, and reading. Few students are given a regular academic load; nor are many students given vocational training classes due to the difficulty of passing the safety exams (which require high English language proficiency). Given all of the difficulties these older students face, it was reported that some students do stay in high school and are able to complete the requirements for graduation. In fact, program completion was given as the most frequent response when educators were asked what factors influence these students' decision to leave high school.

Factors that Influence Students' Decisions to Attend High School

The factors that most influence these students' decision to enroll in high school include their own motivation, family support, and their sponsor's advice. They usually enroll expecting that they will learn English and be able to graduate and go on to college/technical school or get a "good" job. Vietnamese students in particular are reported to have this expectation of going on to college.

Extracurricular Activites/Work

While in school, these students generally do not get involved in extracurricular activities. Their teachers say that their lack of involvement is a problem because they could be learning more language and American culture, but they also acknowledge that many students have after-school jobs and home responsibilities that prevent them from participating. It is not uncommon for these students to work part-time while they are attending high school. Few, however, work full-time. If students do participate, sports (soccer, table tennis, badminton, volleyball, tennis) is the most prevalent activity for boys. It was unclear from the survey results what is the most prevalent activity for girls. A few students join international or Indochinese clubs, ESL clubs, computer clubs, and honor groups. Vietnamese and Hmong students are more likely to be involved in non-school related activities such as dance troupes, weekends dances, youth groups, and church-sponsored activities.

Interaction

During the first six months of enrollment, these students interact almost exclusively with members of their own ethnic group. Their teachers say that this is also a problem because it prevents them from learning language and culture. Later, between 7 and 18 months, some begin to interact with other Indochinese students and with white mainstream students.

Problems

The most serious problems in school reported for this age group during their first six months were the lack of English, handling the academic coursework, feeling overwhelmed by new demands, and culture shock. Later on, between 7 and 18 months, the lack of English, handling the academic coursework, and the lack of previous education were identified as the most serious. Few students were reported to have problems with the law. Traffic tickets, problems with licenses, and gambling were the most serious offenses noted for those students.

Factors that Influence Students' Decisions to Leave High School

Marriage/pregnancy, secondary migration, employment, and financial reasons were the most frequently cited factors that influence students' decision to leave high school. Also frequently mentioned were age restriction, lack of academic preparation, and feeling discouraged with their own progress. Older students and students with little previous education often become discouraged with high school once they realize they cannot obtain a diploma in a short amount of time.

Influence of Gender and Marital Status

Differences related to gender and marital status also affect students' decision to leave school. Females, Hmong women in particular, are more likely to be married and have child care/home responsibilities. They generally receive less encouragement from their families to go to school, and once they leave high school, they rarely continue their education. Male students, although they are generally better prepared educationally and have higher goals and expectations, often feel financial pressure, and seek full-time employment to help support their families.

Post-Secondary Options

Respondents indicated that adult education/GED, employment, vocational training, JTPA, and community college are options that are available to students who leave high school; however, many felt that few students really use their options. Most take entry level jobs earning minimum wage, go into technical training programs or take classes at a community college.

RECOMMENDATIONS

Skills

Linguistic, cross-cultural, interpersonal, and basic academic skills were identified as the most important skills this age group should possess in order to succeed in a basic educational program or in the workplace. Working on oral English skills as well as reading and writing skills were among the strongest recommendations, while acculturation skills, survival skills, and job skills were also often mentioned.

Topics Young Adult Refugees Need to Know About

Frequently recommended topics included U.S. teen and school culture, health and sex education, and the U.S. legal system.

(See Survey Tabulations for a comprehensive list)

YOUNG ADULT REFUGEE SURVEY

TABULATION OF RESPONSES FROM HIGH SCHOOL EDUCATORS (Form D)

N=26

Note: SQ indicates the item number on the survey questionnaire.

DEMOGRAPHICS

The Respondents

A. Respondents to high school (H.S.) educator questionnaire: (SQ 2)

ESLteacher	+++++ +++++ +
ESL or bilingual coordinator	+++++ +
Math/Science teacher	++
GED teacher	++
vice principal	+
school principal	
counselor	
other multicultural specialist	+
school registrar	+
social worker	+
consultant	+

The Schools

B. Schools participating in the survey: (SQ 3)

San Diego Public Schools, San Diego, California
Fresno Unified School District, Fresno, California
Takoma Public Schools, Tacoma Washington
Portland Public Schools, Portland, Oregon
Dallas Independent School District, Dallas, Texas
Des Moines Public Schools, Des Moines, Iowa
Minneapolis Public Schools, Minneapolis, Minnesota
St. Paul Public Schools, Minneapolis, Minnesota
Appleton Public Schools, Appleton, Wisconsin
Green Bay Public Schools, Green Bay, Wisconsin
Oshkosh Public Schools, Oshkosh, Wisconsin
Burke County Public Schools, Morganton, North Carolina
Hartford Public Schools, Hartford Connecticut
Fairfax Public Schools, Fairfax, Virginia

C. Percent of Southeast Asian refugee students between the ages of 17 and 22 enrolled in respondents' schools: (SQ 4)

less than 20 %	+++++ +++++ ++
approximately 40-70%	+++++
approximately 20-40%	++++
approximately 70% or more	+++

D. Ethnic groups represented in the 17-22 year-old student population: (SQ 5)

Cambodian
Hmong
Lao
Vietnamese

E. Legal age students can remain in high school in states surveyed: (SQ 6)

18 yrs	
19 yrs	California
20 yrs	Wisconsin, Virginia, Maryland
21 yrs	Minnesota, North Carolina, Iowa, Washington, Connecticut, Texas,Oregon
22 yrs	

Individual respondent's comments

Virginia	"They are counseled into adult ededucation."
Oregon	"Refugees 18 or older are not eligible to register unless they can complete the H.S. program in 9 months.
Iowa	"They are often discouraged to <u>not</u> attend H.S. Put in grade 9 because of no previous credits earned. Earn no H.S. diploma."
Minnesota	"If a student is under 21 in September, he/she can attend <u>that</u> academic year. Most counselors attempt to keep the kids in H.S. as long as possible. Some folks over 21 attend evening H.S."
Wisconsin	"They <u>usually</u> quit school before graduating if they don't have a chance to get a <u>regular</u> diploma by age 18."
	"If they are 18 or older and have no previous education experience we try to have them enrolled in technical school."

F. Age group of refugees which most frequently enroll in schools in respondents' districts: (SQ 9)

17 yrs	+++++ +++++ +++++ +++++ ++
18 yrs	+++++ +++++ +++++
19 yrs	+++++ ++
20 yrs	++++
21 yrs	
22 yrs	

Individual respondent's comments

"As the age increases, the number of girls enrolled goes down."
"After 18 we take them but explain that they may not be able to finish in day school."
"18-22 year-olds drop out; go to work- family needs money."

FINDINGS

Choosing High School

G. Percent of this age group who enroll in H.S during their first year of resettlement: (SQ8)

approximately 70 % or more	+++++ +++++ +++++
approximately 40-70 %	+++++
approximately 20-40%	
less than 20%	

Individual respondent's comments

"About 70% of those eligible (those over 21 can't attend). Many married girls do not attend. Many older ones attend Adult Education classes."
"Many 'students' must hold a job during the day, so they may enter an evening ESL/ABE program or go directly into vocational training or college - depending on language and family obligations. Fewer females may enroll."
"They are aware that their clock is running out - high school till/through age 20."

H. Refugee students in this age group usually enroll in school: (SQ10)

within the first month	+++++ +++++ +++++
within the first 3 months	+++++ +++++ ++
within the first 6 months	
within the first year	
no pattern	
other	

I. Refugee students in this age group are initially placed in the following classes: (SQ13)

as much ESL as possible	+++++ +++++ +++++ +++++
math classes	+++++ +++++ +++
as many electives as possible	+++++ ++
bilingual classes	+++++ ++
regular academic load	+++
vocational training classes	+
other daily living skills	+
half high school,	
half vocational education	+

Individual respondent's comments

"We look for common areas that allow for easy access. Shop classes are hard because of safety and required reading."
"Students receive ESL and regular academic classes proportionately depending on English proficiency."
"Hands on classes such as art, some shop when communications are possible - safety is still a major concern."

J. Average length of time that refugee students in this age group remain in high school: (SQ 14)

until they graduate	+++++ +++++ ++
as long as the state laws permit	+++++ +++++
one year only	+++
1-2 years	+++
other realize they can't get diploma	+
go into vocatonal/technical school	+
2-3 years	+

Individual respondent's comments

"Refugee students must meet local and state requirements to earn a diploma. This includes a distribution of courses by subject area plus passing a minimum competency test in reading, writing, and mathematics. Students may fulfill language arts subject matter through ESL classes. Some social studies, science, and health may be taught in the native language in bilingual classes. Another factor is that some students who are older than 18 may lose some financial support if they remain in high school."

"The variable is sex. Hmong girls in this age group are usually married and have child-raising responsibilities that may keep them out of school."

"Many seem to realize the value of education and remain in school. Sometimes they drop out because their part of the AFDC grant is cut and the family makes them seek work or move out of the home. For the most part, they stay in high school."

"It's rare for them to stay in school, especially the unaccompanied minors."

"Those who have no previous education tend to drop out after 1 year."

"They leave when they see they will be unable to get a regular diploma in a short period of time (if they are 17 when they enter). If 18 or over they usually try to get into vocational school."

K. Percent of these students who are able to complete the requirements for graduation: (SQ 18)

approximately 70 % or more	+++++ ++++
approximately 40-70%	+++++
approximately 20-40%	++++
less than 20 %	++++

Individual respondent's comments

"Depends on which group: Vietnamese- higher %, others-lower %."

"Our district has just started minimum competency testing as a graduation requirement. Many of our Asian students are failing parts of it, particularly our older recent arrivals."

"Many of the Hmong think that it is a diploma that guarantees success. In fact they need to realize the bottom line is their ability to do the academic work."

"70% or more of the kids who actually started high school finish - it does not include those who started at 19 or older."

"After graduating they go to a vocational/technical institution (VTI), community college, or get a job. A few (more now than before) are able to go on to a 4-year college."

L. Factors that influence this group's decision to enroll in high school: (SQ 11)

family support		+++++ +++++ +++
student's own motivation		+++++ +++++ +++
sponsor's advice		+++++ +++++ ++
other siblings at school		+++++ +
high previous education		+++++ +
financial stability in family		+++++ +
the school's policy		+++++
other	state law	+
	MAA encouragement	+
	welfare policy	+
	need to earn money	+

Individual respondent's comments

"In Iowa they can drop out after 16."
"The H.S. is a joint venture where they attend the technical school half-time. They get credit for both at the HS level. The school system wants those over 20 to attend the tech school. It is hard to evaluate what credits they actually have."
"The realization that they need to attend school. This is started in the camps."
"The families and sponsoring agencies all seem to be in favor of education. Only girls with child-care duties seem to be poor in enrollment and attendance."

M. What refugees in this age group usually expect when they enroll in high school: (SQ 12)

that they will learn English		+++++ +++++ +++++ +++++ +
that they will be able to graduate and go on to college		+++++ +++++ +++++ ++
that they will be able to graduate and get a "good" job		+++++ +++++ +++++
that they will make friends		+++++ +
that high school provides a good transition experience		++++
that they will learn a marketable skill		++++
other	that they will become like Americans	++
	that they will graduate and go on to TVI	+

Individual respondent's comments

"Most refugees are very serious about getting an education to improve their economic situation and status; this is a strong contrast with many urban native-born American teenagers who are inculcated with a sense of high school as a social activity that is also necessary prior to becoming a college student or earning a living. H.S. to American teens is definitely a transition to adulthood. It is expected that a teen will attend high school even if they are not academically successful and if they are part of a work program part of each day."

Interaction

N. Extracurricular activities in which students in this age group participate: (SQ 25)

sports		+++++ +++++ +
non-school activities		+++++ +
clubs		+++++
other	none	++++

church activities	+
Hmong groups	++
Vietnamese	+++

Individual respondent's comments

"Few are involved in extracurricular activities."
"They have have not grabbed onto the socialization process- They do not understand that the school is seeking out students for school representation.
"Work with the media to prepare positive stories about the youth"
"They won't work with media to prepare positive stories about youth."
"Have family responsibilities at home or have jobs."
"Very few join soccer teams because of job problems."
"None. It's a big problem."
"A few students are becoming involved in athletics (soccer primarily), but mostly they've got family responsibilities, studies or a job after school."
"Very few join clubs, some play sports"

O. Proportion of these young adults who work full-time while studying: (SQ 22)

less than 20 %	+++++ ++++
approximately 20-40%	++
approximately 70% or more	+
approximately 40-70%	

Individual respondent's comments

"Employers take advantage of them."
"Very few work full-time; they work part-time during the summer and school year."
"They go back and forth. They go full-time, realize they can't handle it and then go part-time. If there is a choice between school and work, the majority will choose work. They have immediate goals - car, apartment, etc."
"The number of students working full-time and part-time is beginning to increase as the students follow the paths of their peers (including Americans)."
"Most get welfare. Perhaps 10-20% are working."

O. Proportion of these young adults who work part-time while studying: (SQ 22)

approximately 20-40%	+++++ ++++
less than 20 %	+++++ +
approximately 70% or more	++++
approximately 40-70%	++++

P. During first six months of resettlement, students usually interact with: (SQ 17)

members of own ethnic group	+++++ +++++ +++++ +++++ ++++
other Indochinese groups	+++++ +
Whites	+++++ +
members of other immigrant groups	+
Blacks	
Hispanic	
other	

P. Between 7-18 months of resettlement, students usually interact with: (SQ 17)

members of own ethnic group	+++++ +++++ +++++ +++++ ++++ +
Whites	+++++ +++++ ++
other Indochinese groups	+++++ +++++ +
members of other immigrant groups	++
Blacks	+
Hispanic	+
other	

Individual respondent's comments

"Almost never does this group make friends outside of either their own or white mainstream Americans."
"After ESL is mastered, students mix."
"They generally stick with their peers. There is not a lot of hostility but the refugees don't take the initiative to make friends with the total groups."
"They interact with very few Americans. This is a major fault in their educational process."
"Only sponsors."
"Depends on site - if there are only a few ethnics, then they will interact more." with others. Khmer and Lao are more likely to cross ethnic lines."
"Only sponsors. They seem to want to stay with their own."
"With teachers - lots of interaction with ESL teachers."

Problems

Q. Most serious problems for this group during their first six months in school: (SQ 15)

lack of English	+++++ +++++ +++++ +++++
feeling overwhelmed by new demands	+++++ +++++ +
handling the academic coursework	+++++ +++++ +
culture shock	+++++ +++++ +
keeping regular attendance due to job demands	+++
keeping regular attendance due to family demands	+++
responsibilities at home	+++
making friends	+
other lack of previous education	++
climate change	+

Individual respondent's comments

"What is this all about, where do I fit? If they are all alone, they run into frustration. They don't know what is possible at the school."
"We have so many Asian kids that 'culture shock' seems to be less of a problem. They pick what they want of American culture, and insulate themselves from the rest, by staying with Asian friends. In our setting, it is difficult for students to make American friends."
"They are too tired from working 4PM to1AM, then school at 8AM."

Q. Most serious problems for this group between 7 and 18 months in school: (SQ 16)

lack of English	+++++ +++++ +++++ ++++
handling the academic coursework	+++++ +++++ +++++ +++
lack of previous education/diploma/GED	+++++ +++++ ++++
feeling overwhelmed by new demands	+++++ +++++
responsibilities at home	+++
culture shock	++++
making friends	+
job demands	++
keeping regular attendance due to family demands	+
other health	++
impatience/confidence	++

Individual respondent's comments

"Health and emotional problems. Hard to counsel and communicate in an in-depth situation. They need volunteers to assist the families."

"They feel so overwhelmed by the demands that they run away from home/foster home. They don't understand America - false dreams, hopes. Parents expect them to do the family paperwork."

R. Percent of group attending respondents' institution that have problems with the law: (SQ 23)

	less than 20%
traffic tickets, licenses, etc.	+++++ +++++ +++++ ++
gambling	+++++ +++++ +++++ +
stealing	+++++ +++++ +++++ +
assault	+++++ +++++ +++++ +
drugs/alcohol	+++++ +++++ +++++ +
gang activity	+++++ +++++ +++++ +
wife/child abuse	+++++ +++++ +
othe	

S. Factors that influence this group's decision to leave high school: (SQ 19)

have completed program	+++++ +++++ ++++
marriage/pregnancy	+++++ +++++ ++++
moved	+++++ +++++ ++
employment	+++++ +++++ +
financial reasons	+++++ ++++
lack of academic preparation	+++++ ++
age restrictions	+++++ ++
feeling discouraged with own progress	+++++ ++
child care responsibilities	+++++ +
welfare restrictions	++++
enroll in other program	+++
failed courses	+++
lack of parental support	++
have achieved own goals	+
lack of friend/peer support	+
legal problems	+
have gained necessary skills	
other camp influence	+
want what others have- leave school	+

Individual respondent's comments

"Our city has a relatively large number of young women (refugees) enrolled in a pregnant adolescent course, which is housed in a special school site."
"The majority who enter at 17 or 18 stay on to graduate from HS. If they are 19+, they can't graduate from regular day school (for the above reasons)."
"Usually there are no parents. If there are, they want money, not school."
"Mostly they stay in school because of the special drive instilled by the camp and family."
"They want what others have, so leave foster homes and school when they are 18."
"They are too old and realize that they will not graduate. Not aware of their options in the community."

T. Options available to students if they leave high school: (SQ 20)

adult education/GED	+++++ +++++ +++++ +++++
entry level job	+++++ +++++ +++++ ++
vocational training	+++++ +++++ ++
JTPA (Job Training Partnership Act)	+++++ +++++
community college	+++++ +
other motherhood	+
welfare	+
employment program	+
criminal or gang activities	+
evening high school	+
OJT and specialist job development	+

Individual respondent's comments

"All are available but few seem to use their options."
" Many get involved in criminal activities or join gangs because they cannot find jobs."
"There are lots available, but they don't go after them."
"They move to other areas and get into jobs where many other Hmong work."
"Options are limited by English language proficiency. Some will be employed by or with fellow refugees."

U. Upon leaving high school, students: (SQ 21)

get jobs	+++++ +++++ +++++ +
go to college or technical school	+++++ +++++ +++
get married/motherhood	+++++
remain unemployed	+++
get involved in criminal activities	++

Individual respondent's comments

"It depends on the family situation, educational attainment and job market."
"Seek secure employment, go to technical school. Some females stay home with their children."
"Go to work."
"Acquire entry level jobs, working late shifts. Nothing else."
"Most students have been encouraged to go to school. Many times they fail because of being ill-prepared."

"Without a high school diploma, most go to work earning minimum wage."
"Work in office cleaning businesses, factories (11PM-7AM), low income producing businesses. They move from one friend's house to another."
"If they have dropped out because of age, most go to adult education, but there is a waiting list. If they dropped out because of marriage/pregnancy, they rarely pursue any more education or employment - become full-time mothers."
"Many of the girls (Hmong) marry and/or become pregnant before finishing ESL or getting a diploma. Boys get jobs at minimum level wages."
"Many attempt adult education programs or vocational programs, unless they are pressured by the welfare office to go to work. When money is cut back, they go to work."
"The common understanding is that they find low-paying jobs or do nothing - they do not continue to study. Those refugees with a high school diploma have a much more promising future and act accordingly. They usually get a full-time job plus advanced education/training."
"If they don't graduate, they go to work. Those who graduate go to college and work."
"Many attend the local technical institute. Others marry and start families. Some work in minimum wage jobs."
"Some go to college, others find jobs. Very few remain unemployed."

V. Areas in which there are significant differences between males and females of this group: (SQ 24)

family/home responsibilities	+++++ +++++ +++++ +
child care responsibilities	+++++ +++++ ++
educational goals	+++++ ++++
family encouragement	+++++ +++
expectations	+++++ +++
educational level/preparation	+++++ ++
need for early employment	+++++
problems with the law	+++
family discouragement	++
none	++
financial demands	+
other	

Individual respondent's comments:

"Males are more pressured to get a job to help the family financially."
"Males are better prepared, have higher goals and expectations, higher need for early employment, get more family encouragement."
"Expectations for girls are significantly different than for boys. Girls have more home and child care responsibilities."
"Girls are still marrying young and having children, though this is changing. I predict there will be minimal discrepancy in 5-10 years."

W. Attitudes that need to change or misconceptions that need to be addressed: (SQ 28)

--In America, the government takes care of everything for the refugee.
--Need to realize that people are people, Americans also like and value what Vietnamese and Southeast Asians do.
--If we have American degrees and speak English well, we will have good jobs. We do not need to have working experience.

Concept of "cheating" as unacceptable in U.S. schools (Students often copy work or talk during tests and are punished accordingly).
Embarrassment in discussing body/sex in health class.

Sex stereotypes, racial distrust, welfare status

Females need to reach out -- think Americans don't like them.
Superficiality of Americans, too passive

They need to understand the structure of a high school program. They must fulfill requirements even if they don't like a particular topic or subject. They need to understand that the bureacracy of the education system has certain demands. They must do A before moving on to B.
They need to know that each ethnic group has different mores/attitudes - dating, etc. can cause problems.

Become more active in class
Learn that life is not easy in this country--money does not come easily.
Variety of people/opinions/behavior in U.S. culture

"I will learn English in two months."
"I will learn English and all my problems will be solved."
"I can't do _____ because my English isn't good enough"

Getting a job is not that easy.
"School is not for me."

Refugee students need to know that American young people ofter appear independent, casual, irresponsible. Looks may be deceiving.
School includes pep fests, lunch (maybe breakfast,) and academics. Shop classes & art are also useful subjects.
The U.S. is not a "classless" society. If their goal is to enter the middle class, there are assumptions re: a work ethic, (English) language.

Stresses between racial groups in U.S., particularly between Blacks & Asians. They should discuss what should be done when "situations" arise.
American informality is not impoliteness - Concepts involving American version of politeness, responsibility and respect. (Kids latch onto freedom, but don't understand responsibility-- Individuals must be aggressive and succeed on their own.)
Need for maintaining one's cultural identity - big problems if one doesn't.
Ease of seduction by T.V., welfare, etc.

Oral communication is only the start of communicating
Early pregnancy/marriage of girls
It will take 5-7 years of formal schooling in order to reach a position of fully understanding and communicating in our culture.

Birth control/women's rights/equal opportunity
Western medicine/traditional home remedies
Weather differences - winters are bearable, but need to be understood and adjusted to.

Sponsors don't give out money. You have to provide for yourself.
It's expensive to live in America and no one owed them anything. We help because we want to.
Cooperate and take suggestions from qualified people.

Freedom within the limit of the law.
America is a land of opportunities for those who work hard, not for everyone. You don't expect it to just be available to you.
Beware of money mismanagement when using plastic money! (credit card)

Marriage customs (age)
Medicine -- witch doctors
Birthday & concept of age -- in America this seems very important and deserves attention

Young adult refugees need to have a more realistic attitude toward the American workplace. They need to realize the value of education and training in a highly technological society. They also need to realize that in our society, one usually starts near the bottom and works their way up - that the individual has the capability and opportunity to change and improve their own status.

They also need to realize that their being in the U.S. will be resented by many, but that there will also be many individuals and agencies to help them.

No free ride
Have to work in America
Plan for future. $3.35 an hour will not be enough money to support a family.

They segregate themselves. Need to integrate more with the Americans. They feel like outsiders.
Not being afraid to participate in class.
To ask for help.

"I don't understand" - They use this as a pat answer. "I can't because I'm Asian."

Early marriage -- kids need to know that what was a good and workable system in their country doesn't work well here due to population and economic factors.

Parents often resist medical treatment. Don't understand our system.
That it is O.K. to ask questions of you don't understand.
Educators need to understand Hmong culture.

Relationship of American youth to their parents--restrictions & rules which seem non-existent to refugees
Freedom and responsibilities
Political participation - role of self advocacy, assertiveness
Dealing with bureaucracies - impersonal vs. personalized relations
Gender expectations among Americans.

X. In your opinion can these ages be grouped together in a special program in the Refugee processing Centers in Southeast Asia?

17-22 year-olds	+++++ +++++ +++++ ++
17-19, 20-22 year olds	+++++ ++++

SUGGESTIONS FOR OVERSEAS PROGRAM (TOPICS/SKILLS/ATTITUDES)

X. Main skills and topics young adult refugees need to study: (SQ 26 & 27)

English	+++++ +++++ +++++ +++++ +++++ +
Writing	+++++ +
Reading (especially academic)	+++++ ++
Jobs	+++++ +++++ +++
Job skills training	++++
Career education/assessment	+++++
Work habits	+
Legal system	++++
Legal procedures	+
Rules & restrictions that seen non-existent to refugees	+
Rights & responsibilities	+
Driving	+++++
Regulations & license skills	+++
Insurance information	+
Teen culture	+++++ ++
Peer interaction/social skills	++
Sports & school competition	+
Relationships of American youth with their parents	+
Entertainment	+
Dating	+++++ ++++
Sex education & birth control	+++++ +
AIDS	++
Health	+++++ ++
Personal hygiene	++
Substance abuse	+++
Depression & its symptoms	+
Stress & stress management	+
U.S. culture & academic expectations	+++++ +++++ +++++ +++++ +
Concept of education in the U.S.	+
American school system (structure, system, regulations)	+++++
Culture of high school (main vs. teenage-subculture)	++
Experience in formal learning setting	+
Active participation in class	++
Realistic educational alternatives (to high school, to high school vs. work)	+++++ +
Classroom behavior (not nice & sweet with other SEA's)	+
School activities (to learn English & culture)	+

Academic	+++++ +++++ +++++ +++++ ++++
Geography	+
History	+
Math	+++++ +++++
Basic Science	+++
Basic elementary preparation	+
Study skills	+++++ +
Dictionary skills	+
Personal/interpersonal skills	+++++ ++++
Assertiveness skills	+++
Self-advocacy	+
Confidence	+
Saying yes or no	+
Flexibility & willingness to take risks	+
Dealing with feelings (OK to express self)	+
Self discovery	+
Life skills	+++++ +++++ ++++
Money management	+++++
Decision making	++
Problem solving	+
Time management	+
Dealing with bureaucracy (impersonal rather than personal relations)	+
Form filling-out	+
Goal orientation, long term rather than immediate	++
Procedures for dealing with resources	+
Acculturation	+++++ +++++ +++++ ++++
Coping skills	+
Acculturation/survival skills	+++
Help-seeking skills	+++++ +
Refugees and American society	+
Living in two cultures	++
Dealing with prejudice	+
Racial conflict	+
Don't expect sympathy (life is difficult for everybody)	+
There is no "free ride"	+
Everything you hear isn't true; be cautious about taking advice from earlier arrivals	++
Freedom & responsibility	+++++ +++++ ++
Citizenship	++
Participation	+
American institutions	++
Everyone is free with the law/responsibility	+
Political	+++
Concept of freedom	+
Cultural options dealing with freedom	+
Gender expectations among Americans	++
Womens' rights	+

Y. Suggestions to the Overseas Program: (SQ 29)

English	+++++ +++++
Oral language and pronunciation	+
Emphasize reading (in English)	++++
Emphasize native language literacy	++
Emphasize American English (versus British English)	++
Health	+++++ ++
Personal hygiene	++
Close health screening	+
Emotional/mental health treatment	+
Sex/dating/AIDS	+
Substance abuse education	+
School	+++++ +
Real school environment	+
Realistic expectations of US schools	+
High school culture	+
Positive work habits	+
Participation in school activities	+
Parental involvement in school/education	+
Academics	++++
Academic subjects in simplfied English	++++
Computers	+
Post secondary options (especially for students with little education)	++

YOUNG ADULT REFUGEE SURVEY

FINDINGS FROM YOUNG ADULT REFUGEES
(Form E)

INTRODUCTION

Background

Since 1980, the Bureau for Refugee Programs (BRP) of the United States Department of State has sponsored English as a second language (ESL) and cultural orientation (CO) programs in refugee camps in Southeast Asia. These programs were established to prepare adult refugees, ages 16-55, from Cambodia, Laos, and Vietnam for resettlement in the U.S.

In January 1985, in response to the growing number of problems facing adolescent refugee students entering U.S. schools, the Department of State added a special component to the overseas training program for 11 1/2 -16 year olds. The new program, called Preparation for American Secondary Schools (PASS), had as its goal the preparation of adolescents for the transition to American secondary schools. The focus of instruction was on helping students develop the academic and social skills they would need during their initial period of enrollment. In the Philippines, a program was also initiated for younger refugees, ages 6 -11 1/2, Preparing Refugees for Elementary Programs (PREP).

As the training programs developed, it became evident that 17-19 year olds (and possibly up to age 22) had special needs, whether their primary placement was in the PASS program or in the Adult ESL and CO programs. In November of 1985, at a meeting held at Coolfont, West Virginia, the young adults, along with pregnant women and mothers of young children, were earmarked for special attention in the curriculum. During 1986 and '87, competencies for young adults were incorporated into various curricula.

In June of 1987, the Center for Applied Linguistics (CAL) was requested to provide information on what was actually happening to young adult refugees during their first 18 months to two years in the U.S. This request resulted in CAL developing and implementing a six part survey designed to provide information about the resettlement experiences of 17-22 year old Indochinese refugees.

One section was developed for use with young adult refugees. It was translated into Vietnamese, Khmer, Lao and Hmong . The survey was conducted in each subject's native language and the results were translated into English for analysis.

The inclusion of refugee voices in the Young Adult Refugee Survey (YAR), was considered crucial to the survey's integrity and usefulness.

DEMOGRAPHICS

Respondents

A total of 255 young adult refugees were interviewed from 11 states and the District of Columbia. (Refugees from Maryland and Northern Virginia were included in the D.C. area survey. See Methodology for a breakdown by ethnic group and site.)

ethnic group

Thirty-five percent (35%) of the respondents were Vietnamese, twenty-four percent (24%) Cambodian, twenty-two percent (22%) Lao, and nineteen percent (19%) Hmong.

age

At the time they arrived in the United States, eighty-seven percent (87%) were 21 years old or younger. Approximately one-third (1/3) of the group was seventeen. At the time they responded to the survey, the group was almost evenly split into two age groups: 17 - 19 years olds (50%) and 20-22 year olds (48%).

gender/marital status

Fifty-seven percent (57%) were male; forty-three percent (43%) female. Ninety-five (95%) of the respondents were single. Of those who were married, only six percent (6%) had children.

education in home country

Just under half the group had five or fewer years of education in their home country (48%). Fifteen percent (15%) had no education and thirty percent (30%) had between nine and twelve years of education in their native land.

work experience in home country

Only thirteen percent (13%) of the young adult refugee respondents had any previous work experience, most of that was for fewer than five years. Of the few who had worked, four percent (4%) identified themselves as farmers and four percent (4%) as semiskilled laborers.

processing center

Ninety-one percent (91%) of the respondents said they had come through a Southeast Asian refugee processing center. Six percent (6%) came through the Orderly Departure Program (ODP). Of those coming through the processing centers, fifty-two percent (52%) came through Bataan, the Philippines, thirty-six percent (36%) through Phanot Nikkom, Thailand, and six percent (6%) through Galang, Indonesia

study in processing center

One hundred percent (100%) of the survey subjects reported that they had studied while in the refugee camps in Southeast Asia. Seventy-nine percent (79%) of the respondents studied in the Adult ESL/CO program, twenty-one percent (21%) in the PASS program, twenty percent (20%) in the WO/PET program and eleven percent (11%) in other study programs. It is possible for people to study in both the Adult ESL/CO program and the WO/PET program.

FINDINGS

Resettlement Months 1-6 --- Work/Study Choices, Influences, Problems

The overwhelming majority (87%) of young adult refugees surveyed by CAL did some form of studying during their first six months in the United States. Fifty-seven percent (57%) of the respondents attended high school. Others attended ESL classes, vocational training, community and junior colleges, or studied for the GED. Six percent (6%) worked, one percent (1%) looked for a job but didn't find one, and three percent (3%) reported that they neither worked nor went to school.

Family encouragement, goals and ambitions, and age were the top three factors influencing the decision to *study*. These were followed by sponsor's advice, and the belief that one could not get a good job without a better education. The number one factor influencing those who *worked* during the initial period of resettlement was, as might be expected, their financial situation. The number two influencing factor was age.

The biggest problems during the first six months for both those who attended school and those who worked were 1) learning/speaking English, 2) not understanding rules and regulations and 3) culture shock. Many students also felt overwhelmed by new demands and had difficulties interacting with teachers and, to a lesser extent, peers.

Resettlement Months 7-18 --- Work/Study Choices, Influences, Problems

Attending high school continued to be the preoccupation of just over half (53%) of the respondents during months 7-18 in America. The number of respondents reporting that they worked, or worked and studied, rose slightly from the first six months.

The same factors which influenced the young adults decision to study in the first six months, influenced them in the months 7-18. However, goals and ambitions slightly eclipsed family encouragement as the main motivator.

Concerning the decision to work, financial situation and age remained the number one and two motivating factors during months 7-18, with even more young adults acknowledging their importance than during the first six months.

There was no change in the top three problems at either school or work from months 1-6 to months 7-18. They remained learning/speaking English, not understanding rules and regulations, and culture shock.

Resettlement Months 19-24 --- Work/Study Choices, Influences

Many of the participants in the Young Adult Refugee Survey had not been in the country long enough to answer questions about their activities in months 19-24. For those who had, the percent who were involved in some type of study program was still larger than the percent of those who were working. Goals and ambitions, family encouragement and age remained the influential factors in the decision to study and financial situation and age remained the influential factors motivating the decision to work.

financial support while studying

As stated earlier, the majority of the YAR Survey respondents attended high school or studied in some other setting. Forty-five percent (45%) of these students depended first on public assistance as their primary source of support. Other sources of support in descending order of importance were self/part or full time work, family, grants/loans, scholarship, and "other."

interaction

More than three-fourths of the respondents (79%) said they most frequently interacted with members of their own ethnic group. Ten percent (10%) said they interacted most frequently with other Southeast Asians. Three percent (3%) said nobody. Less than one percent (1%) said they interacted most frequently with each of the following: members of other immigrant groups, Blacks, Hispanics, and others.

Resettlement Location

Contrary to the belief that refugees constantly move around the United States, the respondents to the YAR survey reported that eighty-two percent (82%) lived where they had originally settled. The primary reason for moving was "to join family." The second reason was also family related. Young adults reported moving because the "family moved." Better emplyment and better educational opportunities were also reasons for moving. Only two percent (2%) of the seventeen percent (17%) who were secondary migrants (refugees who had moved away from their original resettlement sites) reported moving to seek better public assistance.

Provision of Assistance

When the young adult refugees first arrived in the United States they were helped most, in order of descending importance, by their sponsor, the voluntary agencies, other family members, friends and MAA's. At the time of this survey, the respondents reported that they were most likely to seek help from family first, then friends, sponsor, MAA or teacher, and finally counselor.

Living Arrangements

Just over half, fifty-three percent (53%), of the respondents lived with their parents. Almost one-third (1/3) had siblings and eleven percent (11%) included uncles, aunts, and/or cousins in their households. Nearly nine percent (9%) lived with friends, while six percent (6%) lived with a spouse and children. Three percent (3%) said they lived alone and four percent (4%) said they had some "other" living arrangement.

Financial Support

In terms of financial support, the survey results indicated that, for forty-three percent (43%) of the respondents, public assistance was a "primary source of income" for their families. The next "primary source" was "self", followed by father and mother. Of those who contributed to the family's income, only seventeen percent (17%) thought they provided seventy to hundred percent (70-100%) of it.

Responsibilities

Cleaning and cooking, sixty-two and fifty-five percent (62%, 55%) respectively, were the home responsibilities most often reported by the respondents. Shopping and babysitting, thirty-five and twenty-two percent (35%, 22%), were also part of the chores young refugee adults perform. Surprisingly only fifteen percent (15%) reported that they "acted on behalf of the family" and only fourteen percent (14%) said that "interpreting" was a responsibility at home. Home responsibilities did not conflict with school work for three quarters of the survey subjects. Of those for whom it did (12%), the conflict most often cited was "not having enough time to study."

Leisure Time Activities

Leisure time activities, in order of popularity, for the young adult refugees were watching t.v., staying at home, participating in sports, visiting friends' houses, listening to music, going to malls, attending parties, and participating in temple/church activities or going to movies.

Family Adjustment

Over a third of the respondents felt their families had adjusted well to life in the United States. Five percent (5%) said their families had not adjusted well and another five percent (5%) said their families still had many problems.

Cultural Misunderstandings & Misconceptions

The YAR survey questioned the young adult refugees concerning their misconceptions about work/study in the U.S. and their misunderstandings of American culture. An initial analysis of the answers to these two questions leads the researchers to the conclusion that the words "misconceptions" and "misunderstandings" did not translate well into Vietnamese, Hmong, Lao and Khmer. Many answers to these questions (from all four ethnic groups) did not make sense.

Fifty-nine percent (59%) of the respondents said they had no misunderstandings; forty-two percent (42%) said they had no misconceptions. In general, those that were given had to do with a belief that life in America would be easier than it was found to be.

For example, the following were answers given to the question "What were some of your misconceptions about work/study in the U.S.?"

"Thought one could go to school, but I had to work"
"Thought one person could support a family"
"Thought one did not have to work hard to still have enough money for food and entertainment"
"Thought America was heaven"
"Did not know there was so much competition"

Cultural misunderstandings were similar:
"Did not know the society would be so permissive"
"Didn't know that everybody works in the U.S."
"Thought all Americans were rich"

American concepts of time (punctuality) and male/female equality were two other areas which also proved troublesome for some of the respondents.

Best Thing to Happen

Educational opportunities and freedom were the two most frequently given answers to the question

"What was the best thing which happened to you in the U.S.?" Other answers ranged over a variety of topics including:

"American hospitality, friendship, help"
"easy to buy a car"
"opportunities to get ahead"
"more liberal concept about family and rules"
"family reunification"
"health care"

(See number 40 in Open-ended Questions Section of E.)

Worst Thing to Happen

40%) of the respondents answered "nothing" when asked what was the worst thing which happened to them in the United States. Other answers varied widely, but approximately nine percent (9%) of them related to crime. For example, language difficulty was cited by seven percent (7%) of the interviewees while four percent (4%) mentioned discrimination as being the worst thing that had happened to them.

Other answers included:

economic problems
homesickness
paperwork with the welfare agency
having to work instead of attending school
cut-off assistance
difficulty making friends

(See number 41in Open-ended Questions section of E.)

Behavior Changes

When asked about changes in behavior since arrival in the U.S. twenty-five percent (25%) of the young adult refugees said they hadn't changed. Six percent (6%) reported "little" change. Eighteen percent (18%) gave answers relating to increased confidence in themselves. They mentioned feeling more independent, natural, open, bold and socialable. Seven percent 79%) specifically said they had changed for the better. Four percent (4%) mentioned changing the type of clothes they wore.

(See number 43 in Open-ended Questions section of E.)

Plans

Survey subjects' plans for the next five years revolve around jobs and education. Eight een percent (18%) merely said they planned to finish high school. Twenty-one percent (21%) said they would continue their education and go to college. Others listed specific occupations they intended to pursue such as seamstress, hairdresser/barber, reporter, engineer, teacher, mechanic, letter-carrier, maintenance man, jeweler, computer programmer, doctor and printer.
(See number 34 in Open-ended Questions section of E.)

Advice

Given the opportunity to suggest the best choice for someone who would arrive in the U.S. at the same age as themselves, an almost equal number selected "attend high school"(38%) as those who selected "work and study" (39%). Seven percent (7%) said attend another type of education institution than a high school. Five percent (5%) said work, and six percent (6%) chose "other" as their answer. Those who wrote suggestions for "other" indicated vocational training.

Regarding life in the refugee processing centers, respondents expressed their opinions in retrospect about activities of which they might have taken greater advantage. The four items mentioned most frequently by the most people were: 1) practicing speaking English more , 2) attending more optional classes, 3) studying harder, 4) seeking help with personal concerns.

RECOMMENDATIONS

English, English and more English!!!

The number one recommendation for RPC classes and the number one piece of advice for other 17-22 year olds who are still there both focussed on English.

Respondents called for more English as a Second Language training and urged students to learn English better! The second recommendation for classes was more Cultural Orientation training and the second piece of advice was to tell students to study more!

(See numbers 48 and 49 in Open-Ended Questions section of E.)

YOUNG ADULT REFUGEE SURVEY

Tabulation of Responses from Young Adult Refugees (Form E)

N = 249

Note: These findings are presented in the original questionnaire format.

All responses are calculated in percentages.

1. How old are you?

12	17	12	20	3	23
19	18	11	21	2	24
19	19	19	22	1	25

2. How old were you when you arrived in the U.S.?

6	16		
31	17	9	20
20	18	11	21
10	19	6	22

3. To which ethnic group do you belong?

35	Vietnamese
22	Lao
24	Khmer
19	Hmong

4. How many years of education did you have in Vietnam/Laos/Cambodia?

None	15
5 or less	33
6 - 8	16
9 -12	30

5. How many years did you work in Vietnam/Laos/Cambodia? _____

13 worked

11 less than 4 years

In what profession? Farmer, semi-skilled

6. Are you _____?

57 male

43 female

7. When you arrived in the U.S., were you _____?

95 single

5 married

8. If you were married upon arrival in the U.S. did you have children? yes 6 .
Did they accompany you?

2 no

4 yes

9. Are you now _____?

92 single

8 married

10. Do you now have children?

75 no

9 yes

How many? 1 - 7%
2 - 2%

11. With whom do you live?

53 parents

31 brother/sister

11 uncle/aunt/cousins

6 spouse/children

9 friend

3 alone

4 other sponsor

12. Who/what are the primary sources of income in your family?

24 father

13 mother

15 brothers/sisters

5 uncle/aunt/cousins

4 spouse

29 self

43 public assistance

13. If you contribute to the family's income, what percentage?

44 less than 30%

23 30-70%

17 70-100%

14. When did you arrive in the U.S.? Month/year

January - June 84	4	January - June 86	23
July - December 84	7	July - December 86	20
January - June 85	8	January - June 87	14
July - December 85	18		

15. Do you live in the city where you originally resettled or have you moved?

82 originally resettled

17 secondary migrant

16. If you moved, why did you move?

5 family move

2 to join friends

7 to join family

2 to join large refugee community/larger group of own ethnic group

4 better employment opportunities

4 better education opportunities

2 better public assistance opportunities

3 better climate

17. Did you study in first asylum camps in Southeast Asia?

15 no

85 yes

If yes, what, and for how long?

70 ESL _____

51 CO _____

22 other WO, math, history, Khmer, Lao
typing, embroidery, cooking, welding, mechanic

18. Did you come to the U.S. from a Southeast Asian processing center?

91 Yes

8 No

If yes, which one?

52 PRPC, Bataan, Philippines

36 Phanat Nikhom, Thailand

6 Galang, Indonesia

If no, did you come through

6 ODP

3 other Hong Kong

Malaysia

19. In the processing center, did you study in the _____?

21 PASS program

79 adult ESL/CO (English as a Second Language/Cultural Orientation) program

20 WO/PET (Work Orientation/Pre-Employment Training) program

11 other Native Language Literacy

Note: It appears that PASS students were unclear about the different ESL/CO Programs.

20. What did you do when you first arrived in the U.S. (in months 1-6)?

57 attended high school

.4 attended community/junior college

19 attended ESL classes (where? ---)

1 attended vocational training

2 studied for a GED

6 worked

8 worked and studied

1 looked for job, but didn't find one

3 did not work or go to school

1 other Cared for my children

21. During your first 6 months in the U.S., what factors most influenced you in the decision to:

work?		study?	
5	family encouragement	39	family encouragement
16	financial situation	8	financial situation
5	sponsor's advice	23	sponsor's advice
2	years of previous education	16	years of previous education
10	age	32	age
6	goals and ambitions	37	goals and ambitions
3	ineligibility for public assistance	13	eligibility for public assistance
5	didn't know about education opportunities	8	didn't know about employment opportunities
2	not interested in schoòl	18	could not get a good job without better education
6	other no babysitter, needed to support family in Vietnam too old	10	other needed more English too old can't concentrate no baby sitter too old

22. What did you do in months 7-18 after your arrival in the U.S.?

53 attended high school

2 attended community/junior college

8 attended ESL classes (where? ---_____)

2 attended vocational training

1 studied for a GED

8 worked

10 worked and studied

1 looked for job, but didn't find one

2 did not work or go to school

1 other cared for my children

23. During months 7-18 after arrival in the U.S., what factors most influenced you in the decision to:

work?		study?	
5	family encouragement	30	family encouragement
21	financial situation	7	financial situation
4	sponsor's advice	15	sponsor's advice
1	years of previous education	6	years of previous education
10	age	26	age
10	goals and ambitions	35	goals and ambitions
6	ineligibility for public assistance	10	eligibility for public assistance
4	didn't know about education opportunities	5	didn't know about employment opportunities
1	not interested in school	19	could not get a good job without better education
8	other too old	8	other too old needed more English

24. What did you do in months 19-24 after your arrival in the U.S.?

21 attended high school

2 attended community/junior college

2 attended ESL classes (where? ---)

1 attended vocational training

1 studied for a GED

2 attended a 4-year university/college

5 worked

7 worked and studied

1 looked for job, but didn't find one

1 did not work or go to school

.4 other cared for my children

25. During months 19-24 after your arrival in the U.S., what factors most influenced you in the decision to:

work?		study?	
4	family encouragement	17	family encouragement
15	financial situation	3	financial situation
3	sponsor's advice	5	sponsor's advice
2	years of previous education	6	years of previous education
7	age	15	age
6	goals and ambitions	21	goals and ambitions
4	ineligibility for public assistance	3	eligibility for public assistance
2	didn't know about education/ opportunities	3	didn't know about employment opportunities
2	not interested in school	9	could not get a good job without better education
5	other WO, needed to send money to Vietnam	3	other needed more English

26. If you studied, how were you financially supported?

20 self/part-or full-time work

19 family

14 grants/loans

8 scholarships

45 public assistance

6 other ---

27. When you first arrived, who helped you the most in finding out about school and other community resources?

58 sponsor

43 voluntary agency

23 MAA

46 family

31 friends

13 peers

10 other Church, Vietnam Veterans, Vietnam Community

28. What kinds of responsibilities do you have at home?

22 babysitting

9 taking care of own children

35 shopping

55 cooking

62 cleaning

10 sewing

14 interpreting

15 acting on behalf of the family

13 other chauffeur, manage family money, translate, manage family papaers, tutor.

29. Have home responsibilities conflicted with your school/work?

82 no

12 yes How? not enough time to study - 5%

30. Have home responsibilities conflicted with your job?

66 no

10 yes How? ---

31. What were the biggest problems for you at school or work in your first 6 months in the U.S.?

at school:		at work:	
77	learning/speaking English	22	learning/speaking English
45	not understanding rules and regulations	19	not understanding rules and regulations
23	interacting with teachers	10	interacting with employers
17	interacting with peers	9	interacting with co-workers
18	being/looking different	7	being/looking different
26	feeling overwhelmed by new demands	7	feeling overwhelmed by new demands
39	culture shock	13	culture shock
17	making friends	7	making friends
4	keeping regular attendance due to family demands	1	keeping regular attendance due to family demands
4	responsibilities at home	3	responsibilities at home
4	other money, getting lost, traffic, laws.	4	other no job experience, dealing with ethnic groups.

32. What were some of the problems that happened later (months 7-18)?

at school:		at work:	
56	learning/speaking English	19	learning/speaking English
26	not understanding rules and regulations	13	not understanding rules and regulations
16	interacting with teachers	8	interacting with employers
11	interacting with peers	9	interacting with co-workers
13	being/looking different	6	being/looking different
15	feeling overwhelmed by new demands	7	feeling overwhelmed by new demands
28	culture shock	10	culture shock

15 making friends	8 making friends
4 keeping regular attendance due to family demands	2 keeping regular attendance due to family demands
4 responsibilities at home	3 responsibilities at home
5 other ---	other ---

33. What were some of your misconceptions about work/study in the U.S.?

None - 42

Thought working and studying simultaneously would be easier - 3.

34. What do you want to do in the next 5 years?

29 work

26 continue education

8 work and study

6 get better paying job

35. What do you now believe is the best choice (school/work) for someone who arrives in the U.S. at the same age you did?

38 high school

7 other educational institution

5 work

39 work and study

6 other vocational training

36. With whom do you most frequently interact?

79 members of own ethnic group

10 other Southeast Asians

1 members of other immigrant groups

2 Whites

1 Blacks

1 Hispanics

3 nobody/I stay home

1 other ---

37. What cultural misunderstandings have you had?

59 None

10 Social adjustments

38. What do you and your friends do in your leisure time?

46 sports	27 music	51 friends' houses
15 school activities	20 movies	50 stay home
6 MAA/cultural activities	22 parties	11 other library, go sightseeing, nothing-I have worries about money
11 practice language and dances of my culture	25 malls	
20 temple/church activities	66 watch T.V.	

39. What other activities would you like to participate in? Why don't you?

a. None	25	b. No time	13
Religious Activities	7	No money	13
Community Activities	5	Don't know English well/shy	3
Cultural Activities	3		

40. What is the best thing that happened to you in the U.S.?

Educational opportunity	30
Freedom	17
American hospitality, friendship, and help	4

41. What is the worst thing that happened to you in the U.S.?

Nothing	40
Crime related responses	9
Discrimination	4

42. When you have a problem, where do you go for help?

54 family	22 MAA	19 counselor
42 friends	4 monk/priest	6 other
41 sponsor	22 teacher	6 don't go to anyone

43. In what ways have your behavior, attitudes and beliefs changed since you arrived in the U.S.? Do you like these changes?

a. None	25	b. No	9
More confident	30	Yes	31
Dress	4		

44. How has your family adjusted to life in the U.S.?

Well	36
Not well	5
Some problems	5

45. Were there any things you wished you had taken greater advantage of in the Refugee Processing Center (RPC) (Bataan, Philippines or Phanat Nikhom, Thailand) in Southeast Asia?

49 attended more optional classes

36 studied harder

13 asked more questions

25 sought help with personal concerns

67 practiced speaking English more

12 other ---

46. What were 2 things that you learned in the RPC that you found most helpful?

English as a Second Language	69
Cultural Orientation	33
Vocational Education	7
Work Orientation	5

47. What were 2 things that you were taught in the RPC that you found least helpful?

None	48
Vocational Education	6
Incomplete training	5

48. What would you recommend to be included in the RPC classes to better prepare Southeast Asian young adults for resettlement?

More ESL	38
More CO	21
More skill training	8

49. What advice would you give to other 17-22 year olds who are still in the RPC?

Study English more	57
Study	30
Learn vocational skills	11

YOUNG ADULT REFUGEE SURVEY

FINDINGS FROM YOUNG ADULT REFUGEES
OPEN-ENDED QUESTION
(Form E)

NOTE: All responses of 3% and above are indicated. Occasionally, a lower percentage is included to indicate the range between responses.

WORK PROFESSION #5b

	01	Family business
	02	Small business
	03	Street merchant
	04	Laborer
4%	05	Farmer
4%	06	Semi-skilled/Skilled laborer
	07	Family Planning
	08	Teacher
	09	Babysitter
	10	Policeman

WORK/ HOME/SCHOOL CONFLICTS #29, #30

#29 School	#30 Job		
	x		
4%		1	not enough time to study
		2	household chores (babysitting, cooking, shopping)
		3	child care
		4	too many problems to worry about
		5	financial problems
		6	time constraints
		7	problems among family members
		8	transportation problems

MISCONCEPTIONS #33

42%	00	None
	01	Thought one could go to school, but I had to work
	02	Thought school was only for young children
	03	Thought menial jobs did not require much study
	04	Thought one person working could support a family
	05	Thought one needed to be rich to continue higher education
	06	Thought it would be easy to get a job
	07	Thought one did not have to work hard to have enough money for food and entertainment
	08	Told it was difficult to get a job
	09	(Told) there was (much) discrimination
	10	Did not know there was so much competition
	11	Thought if one did not know English, one could not get a job, and if fired, could not get another job

12 Thought school was as easy as it was in the refugee camps
13 Thought American teachers would be the same as those in my own country
14 Thought there would be less discrimination
15 Thought if I were on welfare, I could have money and health insurance
3% 16 Thought American school was harder than it is
17 Thought simultaneous work and study would be easier
18 Surprised at American work habits
19 Thought America was heaven
40 Thought American girls would be easier to know, but now know it's harder to know them and they're discriminating
41 Thought one could make a lot of money
42 Thought Americans would be joyful
43 Surprised that family life was happy
44 Surprised that Americans were sentimental
45 Thought learning English was not as important as it is

PLANS FOR THE NEXT FIVE YEARS #34

18% 01 complete high school
21% 02 continue education / college
08% 03 work and study
04 become a doctor
05 become a printer
06 study electronics
07 become a reporter
08 become a white-collar worker
09 become an engineer
10 become a hairdresser/barber
11 become a seamstress
20% 12 work/look for work
13 get a better paying job
14 work and get married
15 go in the service
16 work with computers
17 learn a profession
18 study English
19 study science
20 study sociology
21 become a mechanic
22 become a teacher
23 save money
24 help my family
25 cure my illness
26 study & marriage
27 become a maintenance man
28 become a letter-carrier
29 become a designer
30 apply for U.S. citizenship
31 raise a family

32 become a successful man
41 get a job relevant to my training
43 become a nurse
45 become a jeweler
47 start my own business
48 be a leader

CULTURAL MISUNDERSTANDINGS #37

40% 00 None
01 Dealing with strangers
02 Did not know the society would be so permissive
10% 03 Social adjusting
04 Requiring young children to go to school
05 All Americans are good and generous
06 Didn't know that everybody works in the U.S.
07 Thought Americans never worry
08 Punctuality
09 Equality between man and woman
10 Thought all Americans were rich

OTHER ACTIVITIES WANT TO PARTICIPATE #39a

22% 0 Don't know about them
06% 1 religious activities
2 cultural activities that preserve ethnic identity
3 help refugees left behind
4 cultural activities of the resistance movement
5 help newly arrived refugees
6 hiking/fishing
7 sight-seeing
8 photography
04% 9 community activities

WHY NOT? #39b

10% 1 no time/no money
03% 2 reserved personality/don't know English very well
3 don't know many people
4 girls should not socialize too much
5 " I'd rather stay at home"
6 need guidance and introductions
7 do not understand these activities
8 need to study
06% 9 need rest

BEST THING #40

29%	01	have education opportunities
	02	have training opportunities for better employment
	03	feel comfortable
	04	feel happy
16%	05	have freedom
	06	feel that everything is normal
03%	07	have good work/making money by working
	08	learn new things
	09	able to going sight-seeing
	10	experience American culture
	11	have self-sufficiency
	12	achieved family reunification
04%	13	have American hospitality, friendship and help
	14	have no worry after work
03%	15	have a good material life
	16	having children
	17	have freedom of religion
	18	there is a more liberal concept about family and roles
	19	Protestant church helped pay the rent
	20	have health education
	21	earn good grades
	22	have teacher appreciation
	23	are able to change around
	24	receive gifts from sponsor
	25	learned English better than in the camp
	26	meeting with friends
	27	eating American foods
	28	is easy to buy a car
	29	able to build a new life
	30	have health care
	31	have a good transportation system
	32	became a new person
	41	have opportunities to get ahead
	42	receive public assistance
	51	have a perfect family life
	70	playing sports

WORST THING #41

39%	00	none
	01	homesickness
07%	02	language difficulty
	03	dealing with foreigners (Hispanics, Blacks)
	04	lack of moral and sentimental support
	05	paperwork with the welfare agency
	06	someone broke a refugee's car windshield
	07	a victim of crime
10%	08	youth delinquents
	09	fear of crime/ crime
	10	economics
	11	forced to work because over 16
	12	could not go to school
	13	work after 18 if one can't complete high school by then

14 have to work too early
15 sickness due to weather changes
16 needing a job to go to school
17 assistance cut-off
18 American foods
19 family separation
20 minor misunderstandings with American schools
04% 21 discrimination
22 difficulty making friends
23 drunk-driving
24 legal problem
30 self-consciousness
41 religious differences
42 music
70 American style of fashion
71 climate
72 gambling

BEHAVIOR CHANGES #43a

26% 00 none
01 firm belief in the future
02 more self-confident
18% 04 more natural, open, bolder in speaking with others, sociable
05 independent
06 embarassed at first
07 lived with family before - now alone and unhappy
08 too idealistic in the past; now knows that money is the key
07% 09 good, positive
10 little
04% 11 dress
12 more freedom in school
13 found religion/changed religion
14 understanding responsibilities
15 strategies for contacting Americans
16 desire to learn
17 more patient
18 sadder
19 disappointed not to find a resistance movement in the U.S.
20 obey American laws
21 become more American
22 not afraid
23 improved personal health care
41 become more reserved
42 work harder
43 learning to enjoy leisure time

FAMILY ADJUSTMENT #44

36% 1 well/quickly/normally
2 still have many problems
05% 3 still have some problems
4 parents so homesick, often can't sleep
5 took 4-5 months to settle in /slowly
6 problems finding a job
7 not well
05% 8 so-so
9 elderly having a difficult time

TWO (2) MOST HELPFUL THINGS #46

64% 01 ESL
07% 02 Cultural Orientation (CO)
03 Vocational Education
04 Laws and customs
05 Carpentry
06 Sewing lessons
07 Health/Education
08 Food Service
09 Working 2 hours
10 Greetings
11 Work Orientation (WO)
12 Safety measures
13 New lifestyles
15 Rules
16 Cooking
17 Social interactions with teachers & other Amers.
18 Patience
19 Stategies for handling personal problems

TWO (2) LEAST HELPFUL THINGS #47

47% 00 none
06% 01 Vocational Education
02 carpentry
03 tailoring
04 home decorating
05 flower display
06 was told "If you don't speak English well, nobody will like you."
07 inadequate/incomplete training
08 dancing
09 ESL taught by Filipinos/Laotians
10 teaching Filipino language
11 games
12 English pronunciation
20 ESL classes are too long in camp
21 Driver's Education
22 learned a skill without enough English to work at it in U.S.
23 working 2 hours/day
24 family planning lessons
25 PASS program

RECOMMENDATIONS #48

12%	01	more Cultural Orientation (CO)
	02	variety of training classes
	03	more opportunities for students to meet American teachers
32%	04	more ESL/ESL conversation
04%	05	more practical skill training/vocational ed
	06	need notebooks and pens
	07	more American teachers
	08	more classes/more training time
	09	shorter lessons but more drills
	10	more recreation time
	11	more education for young people
	12	use Vietnamese ESL teachers
	13	better interpretation/translation
	14	divide classes by age and education level
	15	more attention to unaccompanied minors
	16	more staff
	17	shorter training programs
	18	go to the U.S. earlier
	19	teach English in America
	20	more about school rules and regulations
	21	need a comprehensive test for young refugees
	22	make classes mandatory
	23	find good English teachers
	24	study native language/ NLL
	26	more effective teaching methods
	40	driver's education
	42	teach people not to depend on welfare
	61	teach strategies for handling personal problems
	62	use more videotapes
	63	more classrooms

ADVICE # 49

27%	01	study
	02	look for an American sponsor
	03	use the library
	04	American pronunciation
02%	05	learn vocational skills
	06	don't waste time
	07	upon arrival don't think about purchasing a car or early employment
	08	don't make trouble
	09	don't drink
42%	10	learn English better
	11	don't get involved with young delinquents
	12	study and work at the same time
	13	respect your parents
	14	help your family (work) to improve family life
	15	follow camp regulations
	16	take care of your health

17 don't bathe in the streams
18 be friendly with other ethnic groups
19 study Math
20 prepare to be a new person
21 have success with freedom
22 save money
23 be prepared for work
24 understand life in America (customs, laws) - be culturally oriented
25 be united and support each other
26 be patient/don't get discouraged about life in camp
27 study NLL
28 don't be sad about your family back in own country
29 don't come to the U.S.
30 don't expect too much from America
31 help one another
40 live well to preserve your family and ethnic group
42 plan carefully for your future
44 learn job interview skills
48 look nice and clean

YOUNG ADULT REFUGEE SURVEY

FINDINGS FROM EMPLOYERS
(Form F)

INTRODUCTION

Background

Young adult refugees have several possibilities regarding their future upon their arrival in the United States. Some have the option to enroll in high schools and/or post-secondary training programs (i.e., adult education, vocational/ technical training, community college, etc.). Other young refugees above the age of 16 either choose to or are forced by circumstances to seek and obtain employment.

Many 17-22 year olds seek employment upon their arrival in the United States; therefore, it was important to include employers in the Young Adult Refugee Survey.

DEMOGRAPHICS

The Respondents

Twenty-one employers and three employee assistance agencies responded to the survey from all parts of the United States including: Minnesota, California, Washington, D.C., Wisconsin, North Carolina, Oregon, Iowa and Texas. The 21 surveys from employers were tallied together with the 3 surveys from employment assistance agencies as there was very little noticeable difference between the two groups. Individual respondents, for the most part, were either the supervisor/manager or personnel officer from each business.

The Companies

Employer interviews were conducted with representatives from businesses such as convenience stores (7-11 stores), meat packing plants (Swift), fast food and sit-down restaurants, and manufacturing and electronic assembly plants.

The companies represented were almost evenly split regarding the total number of refugees employed by each. Eight employed 10-40; seven employed more than 50; six employed fewer than 10 refugees. However, when asked about the number of the particular age group 17 - 22 year olds employed by each company, a far greater number of the businesses responded fewer than 10, thus indicating that there are a smaller number of young adult refugees employed by each company in comparison to older workers. More than half of these same companies stated that there were opportunities for advancement for their young refugee employees.

The 17-22 year old Employees

The populations addressed by this survey included: Vietnamese, Lao, Cambodian and Hmong.

Almost all of the young refugees discussed by the employers in this survey had been in this country for longer than 7 months at their time of hire. For the most part, the employers estimated that 20% of the young workers in each company were studying part or full-time.

Responding companies employed several young refugees in each of the following capacities: production line workers, cook/kitchen helpers, and machine operators. Young refugees were also employed as: sales clerk, lab technician, housekeeper/janitor, busperson, steward, clerk, cashier, laborer, crafts specialist, materials handler, engineer and security guard. Production line positions were mentioned most often by respondents, but it should be kept in mind that more interviews were conducted with manufacturing and assembly line businesses than any other.

FINDINGS

The results of this employer survey provide information about the needs, requirements and problems of companies around the country when hiring young adult refugees. Additionally, employers make recommendations for the Overseas Refugee Training Program and to the young refugees.

Needs and Requirements

The majority of employers are seeking employees who have: English language ability, appropriate job skills, an ambitious attitude and previous work experience. Vocational/technical training and a high school diploma/G.E.D. were mentioned by a few employers as necessary qualifications, but not with the frequency of those mentioned above. Even though English language ability was ranked most frequently as a criteria for hiring, one third of the employers (not including employee assistance agencies) stated that there were very limited opportunities for their employees to practice and improve English language skills on the job.

Employers reported that they hire young adult refugees because they are dependable, are available for work, are good workers, and have a good attitude. Additionally, employers mentioned that they have had good past experiences working with young refugees; this influences their decision to hire more. When asked to describe the strengths of young refugees in their employ, employers listed many of the same characteristics as they did when explaining why they hired this population group: hard workers, reliable, punctual and good attitude.

Problems

English/understanding English was listed as the number one problem for young adult refugees on the job by 543% of the employers. The second most frequently mentioned problems (29%) were the understanding of rules and regulations and "none." A few employers also stated that refugees had problems relating well with their co-workers.

Two other problems which face young adult refugees on their jobs and were mentioned with some frequency were: adapting to/understanding the work culture and following directions. The issue of following directions would seem to directly correspond to the problem of English, but it was not mentioned as frequently.

Leaving Jobs

The survey results indicate that most refugees are fired from their jobs because they don't come to work (some employers added: ... and they don't let their supervisor know). Inability to do the job was also mentioned by a few employers as a reason for firing refugee employees.

However, consistent with the above information, where some employers specifically stated that young refugees have no problems on the job, 29% of the employers stated that no young refugee employees had been fired.

School, relocation, and other employment were cited with almost the same frequency as the three main reasons that refugees resign from employment.

RECOMMENDATIONS

Improving English was recommended to young refugees looking for their first job by 62% of the employers . This included improving oral, written and comprehension skills. A few employers mentioned specific skills such as "learn to fill out employment applications." Other recommendations, mentioned by more than one employer, included: dress properly, have a good attitude, be polite and friendly, and be flexible.

The breakdown for recommendations to young refugees who are working at their first job was not as clear cut. Ask questions, practice English, and learn social skills were most frequently suggested, but not by a majority of employers. No one recommendation stood out from the others.

Recommendations to the pre-entry Overseas Refugee Training Program reflect a similar pattern. English was listed as the greatest need by 50% of the employers.

YOUNG ADULT REFUGEE SURVEY

TABULATION OF RESPONSES FROM EMPLOYERS (FORM F)

FINDINGS

N=24

Note: SQ indicates the item number on the survey questionnaire.

A. The business of the companies interviewed (SQ 1):

manufacturing, restaurant, convenience store, packing house, sand casting, electronic assembly, light manufacturing, hotel janitorial service, bottling company, fast food service, retailing and distribution, glass artistic creation, manufacture paint samples, packaging, sheltered workshop

B. The position of the respondent in the company (SQ 2):

supervisor/manager	+++++ +++++ +
personnel officer	+++++ ++++
other - owner	++

C. The number of refugees employed by each company (SQ 3):

10-40	+++++ +++
more than 50	+++++ ++
less than 10	+++++ +

D. The number of Southeast Asian refugees between the ages of 17 and 22 employed by each company (SQ 4):

less than 10	+++++ +++++ +++
10-40	+++++ +++
more than 50	

E. The length of time refugees in this age group had been in the U.S. when they were hired (SQ 5):

more than 18 months	+++++ +++++ ++
7-18 months	+++++ +++++
less than 6 months	++

F. The kinds of jobs refugees in this age group are doing within each company (SQ 6):

production line	+++++ +++++
cook/kitchen helper	+++++ +
machine operators	++++
sales clerk	+
lab technician	+
housekeeping/janitorial	+
bussing	+
steward	+
clerical	+
cashier	+
laborer	+
crafts specialist	+
materials handler	+
engineer	+
security guard	+

G. Opportunity for advancement in each company for refugees of this age group (SQ 7):

yes	+++++ +++++ ++
no	++++
limited	++

Respondents' comments:
"Depends on English"
"Lao have been promoted to supervisors but then have returned to previous positions"
"clerical positions more often"
"If educated -- as fast as Americans"

H. Qualifications looked for by employers when hiring refugees in this age group (SQ 8):

English language ability	+++++ +++++ +++++ ++++
appropriate skills	+++++ +++++ +++++ +
ambitious attitude	+++++ +++++ +++++ +
previous work experience	+++++ +++++ ++++
vocational/technical training	++++
high school diploma /G.E.D.	+++
junior college/college study/degree	+
professional certification	
other (respondents comments):	
hard working, dependable	+
willingness to be trained	+
transportation	+

I. Percentage of refugee employees in this age group who are also studying part or full-time (SQ 9):

less than 20%	+++++ +++++ ++++
more than 70%	+++
20-40%	+++
40-70%	++

J. Opportunities to practice and improve English language skills on the job (SQ 10):

many opportunities	+++++ +++++ ++
very limited opportunities	+++++ ++
not so many opportunities	+

K. Particular problems on the job (SQ 11):

understanding/using English	+++++ +++++ +++
understanding rules and regulations	+++++ ++
none	+++++ ++
relating well with co-workers	+++++ +
adapting to/understanding the work culture	+++++
fitting into employer/employee relationship	+++++
following directions	++++
learning the job	+

other (respondents comments):
- difficult for supervisor to criticize or advise
- problems are on an individual basis, not group
- problems particularly between refugees and Blacks, have had altercations occur
- same as other refugees
- verbalization skills

L. Specific strengths refugees in this age group have brought to each company (SQ 12):

hard workers	+++++ +++++
reliable	+++++ ++
punctual	+++++
good attitude	+++++
learn quickly	+++
flexibility	++
dedicated/loyal	+
smart	+
availability	+

M. Reasons for hiring refugees in this group (SQ 13):

good workers	+++++ +++++ +++
dependability	+++++ +
good attitude	+++++
availability	++++
good past experience	++++
work for low salaries	+++
learn quickly	++
low turnover	++
trustworthy	+
good attendance	+
excellent dexterity	+
don't bother other employees	+
handle job demands	+
willing to do routine work	+
availability of job developers	+

N. Reasons for firing refugees in this age group (SQ 14):

not coming to work	+++++ +++++
none fired	+++++ ++
inability to do job	+++++
insubordination	++
promptness	+
Respondents' comments:	
"Same reasons as Americans -- young refugees are so Americanized"	+
"Same for Hmong as any other employee"	+

O. Reasons that refugees in this group quit (SQ 15):

school	+++++ +++++ +++++
relocation	+++++ +++++ +++
other employment	+++++ +++++ ++
home/family commitments	++
communication problems	+++
no patience	+

P. Recommendations to refugees in this age group looking for their first job (SQ 16):

improve English (comprehension, written, oral)	+++++ +++++ ++++
dress properly	+++++
have good attitude	+++
be polite and friendly	+++
be flexible	++
take an entry level job right away	++
understand interview process	+
prepare to market themselves	+
look for job with employer who knows refugees	+
respect employer/employment	+

Q. Recommendations made to refugees in this age group who are working at their first job (SQ 17):

ask questions	+++++
practice English	++++
learn social skills	++++
be patient about advancement	++++
continue working hard	++
study/counseling/training	++
give proper notice upon resignation	++
learn to work with women supervisors	+
have good attitude	+
follow directions	+
"Americans start at bottom too"	+

R. Suggestions made to the pre-entry Overseas Refugee Training Program in Southeast Asia (SQ18):

English ("English is an ongoing process" ++)	+++++ +++++ ++
teach about job expectations (written and unwritten)	++
social/survival skills	++
teach job application completion	+
"people must work hard for what they want -- U.S. not land of gold."	+
"speak up about problems at work"	+
"teach them to stick to a job"	+
dress	+
hygiene	+
promote assertiveness	+
"don't expect to get same job as someone who has been in the U.S. longer"	+
"there are jobs for everyone who wants one"	+

YOUNG ADULT REFUGEE SURVEY
SUMMARY OF KEY QUESTIONS
(FORM G)

	State Coordinators 13	Volags/ MAAs 32	Higher Education 28	High School 26	Young Adults 249	Employers 24
		Ranked				
Do 17-22 year olds work or study? - first 6 months	School - 77%	Go to H.S.		70% or more go to H.S.	87% go to school first 6 months	
				Less than 20% work full-time - 31%	57% to high school others to ESL, Vocational ed, jr. college, GED	Less than 20% study full or part-time - 58%
		Ranked				
- 7 - 18 mos.	School - 77%	Males, adult ESL or Voc. training	Less than 20% work full-time - 50%	20-40% work part-time - 38%		
		Females - adult ESL or work and school	Less than 20% work part-time - - 35%		7-18 months 53% to high school 18-24 months 21% in high school	

Note: 1) Percents refer to respondents in the category title. For example, in the first item, 77% of the total 13 state coordinators responded that 17-22 year-olds go to school.
2) In the Volag/MAA category, the first two questions are in rank order. Top rankings are indicated.

	State Coordinators 13	Volags/ MAAs 32	Higher Education 28	High School 26	Young Adults 249	Employers 24
Education						
Problems in high school - first 6 months		ESL - 91% Courses - 50% Demands - 47% CO - 41%		ESL - 77% Courses } Demands } 42% CO }	ESL - 75% Rules & regs.-46% CO - 38% Demands - 24% Teachers - 22%	
7-18 months		ESL Courses - 88% Courses - 88% CO - 84% Demands - 78% Friends - 59%		ESL - 77% Courses - 70% Lack of previous ed - 54% Demands - 38%	ESL - 53% CO - 26% Rules & regs - 25% Demands -15% Teachers - 15%	

	State Coordinators 13	Volags/ MAAs 32	Higher Education 28	High School 26	Young Adults 249	Employers 24
Problems in adult ed./higher ed. - first 6 months		ESL - 56% Courses - 50% Demands - 47% CO - 41%	ESL - 93% CO - 61% Demands - 57% Lack of previous ed - 47%			
7-18 months		Courses - 81% ESL - 78% CO - 69% Demands - 65% Friends - 53%	ESL - 86% Demands - 64% Courses - 50% CO - 43% Job - 43%			
Why do young adults leave school?		Discouraged - 69% Lack of previous schooling - 59% Financial need - 59% Age - 53%	Finish - 71% Get a job - 68% Moved - 54% Go to another program - 47% Financial need - 43%	Finish / Married/ Pregnant } 54% Moved - 46% Get a job - 42%		

	State Coordinators 13	Volags/ MAAs 32	Higher Education 28	High School 26	Young Adults 249	Employers 24
Employment						
What are the first jobs young adults are getting?		Male factory, Restaurant Female Factory, Sewing, Cleaning @ 35%				
- first 6 months						Production line - 42% Cook/Kitchen help - 25%
6 months - 2 years		Male Factory, Restaurant, Janitor Female restaurant, factory @ 35%				
Problems on the job		Social skills w/employer & co-workers - 84% ESL - 78% Job skills, Rules & regs. 53%			ESL - 22% Rules & regs.-19% CO - 13%	ESL - 54% None - 29% Rules & regs. - 29% Why fired Absent - 42% None were - 30%

	State Coordinators 13	Volags/ MAAs 32	Higher Education 28	High School 26	Young Adults 249	Employers 24
Why do young adults leave jobs?		Get a better one - 65% To study - 65% To learn a new skill - 53%				To study - 62% Move - 54% New job - 50%

Social Interaction

With which groups do young adults interact?					
1st 6 months		Own group - 81% Other SEA - 50% Whites - 31%	Own group - 93%	Own group - 92%	Own group - 77% Other SEA - 10% No one - 3%
7-18 months		Whites - 46% Other immigrants - 34% Own group - 12%	Own group - 68% Other SEA - 42%	Own group - 96% Whites - 46% Other SEA - 42% (Cambodians & Lao mix more easily)	

	State Coordinators 13	Volags/ MAAs 32	Higher Education 28	High School 26	Young Adults 249	Employers 24
Family Role						
What is the young adult's role at home?		Interpreter - 56%			Chores - cleaning-60% cooking -54% shopping-34% babysitting -21% Interpreting-13% (6th of 8)	

	State Coordinators 13	Volags/ MAAs 32	Higher Education 28	High School 26	Young Adults 249	Employers 24
Skills What skills should be further emphasized at RPC's?	ESL - 100% (Survival & vocational) Social skills (with ethnic groups and male/female)	ESL - 100% (Vocational) Math & literacy - 100% Job skills - 100% Entry-level expectations Goal setting	ESL - 100% Reading - 35% oral - 30% Academics math social science history study skills Social (m/f) behavior How to seek information	ESL - 100% reading writing Academics - 92% math study skills Jobs - 50% training career planning	ESL - 38% CO - 23% Vocational skills - 12%	ESL - 58% Social skills - 9%

	State Coordinators	Volags/ MAAs	Higher Education	High School	Young Adults	Employers
	13	32	28	26	249	24
Suggestions to RPC's	Teach: reality - 62% legal system - 23% career planning - 23%	Teach: freedom and responsibility welfare is temporary cultural preservation equality of women	Teach: U.S. education system legal system laws driving	Teach: school system & teen culture health and sex education legal system	More ESL, CO, skill training	Teach: job expectations skill training
Opinions on 17-22 as an age grouping		17-22 (46%) 17-19, 20-25 (54%)	17-22 (58%) 17-18 or 19 (42%)	17-22 (68%) 17-19; 20-22 (32%)		

Respondents also suggested dividing the group according to other factors:

- educational background
- married/single
- motivation
- ethnic group
- socioeconomic background

INTRODUCTION TO SECTION ON TWO-WAY VARIABLES

Participants at the Regional Young Adult Conference in Bangkok requested further analysis of the YAR survey data by the following specific groupings:

a Work/Study Information by Gender, Ethnicity, Age and Previous Education

b Responses of Bataan/Phanat Nikhom Students

c Hmong Responses

d Responses of PASS (Preparation for American Secondary Schools) Students

e Male/Female Responses

f Responses by Age Groups

Some respondents neglected to answer every question, others misunderstood questions and answered inappropriately; thus, N varies from question to question and percentages frequently total less than 100%. Conversely, many questions were designed for multiple responses. Total percentages in those questions may exceed 100%.

In general, responses totaling less than 3% were not included in the following analyses. There are two exceptions:

-if, in the opinion of the researchers, a low percent had a significant bearing on the question, and

-if the question was the item listed as "other" at the end of multiple choice offerings. All relevant responses to "other" are recorded in descending order for every question that included this option. Most responses were made by only one person and totaled less than one percent. Therefore, in sections b, d, e and f responses to "other" are indicated by number of persons rather than percentages. Section c responses to "other" are presented in percentages because they all totaled two percent or more. A dash indicates that no written responses were offered by respondents.

The Young Adult Refugee Survey was designed for recent arrivals (since 1984) who were between the ages of 17-22 when they arrived in the U.S. A small percentage of the respondents were 16. Their responses were also included in the analyses.

YOUNG ADULT REFUGEE SURVEY
PRELIMINARY ANALYSIS OF WORK/STUDY INFORMATION
BY GENDER, ETHNICITY, AGE AND PREVIOUS EDUCATION

GENDER

Female/Male

Forty-four percent (44%) of the respondents to the Center for Applied Linguistics' Young Adult Refugee Survey were female; fifty-six (56%) percent were male.

Work Study Choices	% Female	% Male
Attended high school months 1-6	48	54
Attended high school months 7-18	37	48
Work only months 1-6	7	6
Work only months 7-18	7	8
(Worked only + worked & studied Did some type of work) months 1-6	13	15
(Worked only + worked & studied Did some type of work) months 7-18	15	19
Studied ESL other than in high school months 1-6	25	11
Studied ESL other than in high school months 7-18	14	4
Involved in some studying including: high school, GED, voc ed, junior college, community college, etc. months 1-6	87	96
Involved in some studying including: high school, GED, voc ed, junior college, community college, etc. months 7-18	72	78

Home Responsibilities	% Female	% Male
Babysitting	25	19
Caring for own children	15	5
Shopping	43	27
Cooking	81	32
Cleaning	75	49
Sewing	21	1
Interpreting for family	12	15
Acting on behalf of the family	9	18
Other	8	17

ETHNICITY

Percentage of Respondents by Ethnicity

Vietnamese	35	Cambodian	24
Laotian	22	Hmong	19

(all numbers are percentages %)

Ethnic Group	Attended H.S.	ESL other than H.S.	Work Only	Some type Work	Some type Studying
Vietnamese months 1-6	38	23	9	22	85
Vietnamese months 7-18	28	10	6	27	70
Cambodian months 1-6	50	10	7	8	81
Cambodian months 7-18	41	3	10	10	80
Hmong months 1-6	70	15	4	11	96
Hmong months 7-18	59	11	0	2	80
Laotian months 1-6	57	18	1	21	96
Laotian months 7-18	60	2	14	25	79

Home Responsibilities	Vietnamese	Cambodian	Hmong	Laotian
Babysitting	11	18	28	35
Caring for own children	7	18	9	2
Shopping	44	33	22	28
Cooking	55	55	46	57
Cleaning	66	63	48	57
Sewing	9	20	4	6
Interpreting for family	9	19	*	15
Acting on behalf of the family	10	12	30	11

* Question not translated correctly

AGE OF ARRIVAL

Percentage of Respondents by age group upon arrival in the United States

(13-16)	8
(17-18)	51
(19-20)	19
(21-22)	17

Ages	Attended H.S.	ESL other than H.S.	Work Only	Some Type Work	Some Type Studying
(13-16) months 1-6	79	5	0	0	95
(13-16) months 7-18	89	5	0	0	100
(17-18) months 1-6	70	13	0	6	96
(17-18) months 7-18	57	6	0	13	88
(19-20) months 1-6	40	17	2	19	79
(19-20) months 7-18	26	15	3	13	74
(21-22) months 1-6	7	36	9	33	67
(21-22) months 7-18	5	5	4	43	36

PREVIOUS YEARS OF EDUCATION

Percentage of Respondents Grouped by Previous Years of Education

0 years	15	**6-8 years**	16
1-5	33	**9+**	31

(all numbers are percentages)

Previous Yrs of Education	Attended H.S.	ESL other than H.S.	Work Only	Some Type Work	Some Type Studying
0 Years months 1-6	79	3	3	3	92
0 Years months 7-18	61	18	5	9	84
1-5 Years months 1-6	56	11	7	11	85
1-5 Years months 7-18	50	7	6	10	78
6-8 Years months 1-6	54	21	5	8	95
6-8 Years months 7-18	54	13	8	15	85
9+ Years months 1-6	35	26	10	28	85
9+ Years months 7-18	24	9	13	33	67

Young Adult Refugee Survey

Responses of Bataan/Phanat Nikhom Students (b)

Summary

Forty-seven percent of Bataan respondents and 58% of those from Phanat Nikhom were 17 or 18 years old at their time of arrival in the U.S.

More than half of the respondents from each site live with their parents, another third (Bataan) or fourth (Phanat Nikhom) reside with brothers or sisters. In both cases, more than 90% are single, and 80% studied in adult education at the Refugee Processing Center.

As one would expect, the majority of Bataan respondents were from Vietnam and had studied 9-12 years, while those from Phanat Nikhom were mostly Hmong and had 0-5 years of previous education. This factor greatly influences the discrepancies discovered in repondents from each site.

Fifty-two percent of the respondents from Bataan cited Mutual Assistance Associations as the first place they go for help after the family. This compares to 36% from Phanat Nikhom and 22% of the total sample.

Forty-nine percent of Bataan respondents and 56% of those from Phanat Nikhom attended high school during their first 6 months of resettlement. Another 16 and 15% attended other ESL classes. After 18 months, percentages of those who went to work were 12 and 6 percent respectively. Forty-one and 49% were still in high school.

English as a Second Language and cultural orientation ranked highly at both sites as offerings which were considered the most helpful and most recommended to future Refugee Processing Center residents.

Results

N = Bataan - 126
Phanat Nikhom - 88

Most reponses are recorded in percentages. Exception: Answers cited under "other" yelded few written responses; therefore, those items are recorded by the number of persons who gave a particular response. In each case the word "person" is indicated. In all items, Bataan responses are in the first column, Phanat Nikhom in the second.

1. How old are you?

B / P		B / P		B/P	
10/16	17	12/16	20	4/1	23
20/18	18	9/14	21	3/1	24
18/16	19	21/14	22	0/2	25

2.How old were you when you arrived in the U.S.?

7/6	16	7/10	20
24/39	17	13/8	21
23/19	18	6/5	22
8/10	19		

3. To which ethnic group do you belong?

45/5 Vietnamese

31/17 Lao

22/32 Khmer

1/45 Hmong

4. How many years of education did you have in Vietnam/Laos/Cambodia?

0 - 12/24
1-5 - 26/50
6-8 - 20/7
9+ - 40/11

5. How many years did you work in Vietnam/Laos/Cambodia?

0 - 60/64
1-3 - 9/9

In what profession? Farmer , shopkeeper

6. Are you _____?

56/59 male

44/41 female

7. When you arrived in the U.S., were you _____?

94/94 single

6/6 married

8. If you were married upon arrival in the U.S. did you have children? no 10/5 yes 8/7. Did they accompany you?

1/0 no

6/3 yes

9. Are you now _____?

93/91 single

7/8 married

10. Do you now have children?

71/71 no

11/11 yes

How many? _____

1 - 9/3
2 - 1/5
3 - 1/0
4 - 0/2

11. With whom do you live?

55/51 parents

36/22 brother/sister

13/9 uncle/aunt/cousins

6/5 spouse/children

9/8 friends

0/8 alone

___ other Sponsor 1/- person

12. Who/what are the primary sources of income in your family?

19/27 father

8/18 mother

16/11 brothers/sisters

4/6 uncle/aunt/cousins

6/0 spouse

37/24 self

46/40 public assistance

13. If you contribute to the family's income, what percentage?

50/37 less than 30%

22/25 30-70%

15/25 70-100%

14. When did you arrive in the U.S.? Month/year

Jan. - June '84 4/2
July - Dec. '84 6/10
Jan. - June '85 14/8
July - Dec. '85 17/16
Jan. - June '86 28/18
July - Dec. '86 16/24
Jan. - June '87 15/13

15. Do you live in the city where you originally resettled or have you moved?

82/82 originally resettled

18/17 secondary migrant

16. If you moved, why did you move?

5/5 family move

3/2 to join friends

10/6 to join family

2/1 to join large refugee community/larger group of own ethnic group

2/5 better employment opportunities

3/7 better education opportunities

1/3 better public assistance opportunities

4/2 better climate

17. Did you study in first asylum camps in Southeast Asia?

6/20 no

94/80 yes

If yes, what, and for how long?

80/66 ESL 6 mos.

44/27 CO 3 mos.

_____ other Cambodian 11/9 persons, Math 6/-, WO -/3, Typing 2/-, History 2/-, Embroidery 1/-, Tailoring 1/-, Mechanic 1/-, Lao -/1.

18. Did you come to the U.S. from a Southeast Asian processing center?

98/92 Yes

2/8 No

If yes, which one?

59 PRPC, Bataan, Philippines

41 Phanat Nikhom, Thailand

___ Galang, Indonesia

If no, did you come through

___ ODP

___ other ---

19. In the processing center, did you study in the _____?

17/26 PASS program

85/83 adult ESL/CO (English as a Second Language/Cultural Orientation) program

18/24 WO/PET (Work Orientation/Pre-Employment Training) program

10/7 other ---

Note: It appears that PASS students were unclear about the different ESL/CO programs.

20. What did you do when you first arrived in the U.S. (in months 1-6)?

49/56 attended high school

-/- attended community/junior college

16/15 attended ESL classes (where? ---)

-/- attended vocational training

-/- studied for a GED

10/6 worked

-/- worked and studied

-/- looked for job, but didn't find one

-/- did not work or go to school

-/- other cared for my children 2/2

21. During your first 6 months in the U.S., what factors most influenced you in the decision to:

	work?		study?
6/3	family encouragement	41/26	family encouragement
20/10	financial situation	7/8	financial situation
6/3	sponsor's advice	21/20	sponsor's advice
1/4	years of previous education	16/10	years of previous education
12/9	age	29/35	age
6/6	goals and ambitions	36/36	goals and ambitions
2/5	ineligibility for public assistance	19/5	eligibility for public assistance
6/5	didn't know about education opportunities	12/1	didn't know about employment opportunities
2/3	not interested in school	21/8	could not get a good job without better education
___	other no babysitter 1/1 persons poor English -/1 too old -/1	___	other need more English 2/2 persons can't concentrate -/1 no babysitter 1/- too old -/1

22. What did you do in months 7-18 after your arrival in the U.S.?

41/49 attended high school

-/- attended community/junior college

6/8 attended ESL classes (where? ---)

-/- attended vocational training

-/- studied for a GED

12/6 worked

-/- worked and studied

-/- looked for job, but didn't find one

-/- did not work or go to school

-/- other cared for my children 1/-person

23. During months 7-18 after arrival in the U.S., what factors most influenced you in the decision to:

	work?		study?
7/3	family encouragement	34/18	family encouragement
27/14	financial situation	4/11	financial situation
2/6	sponsor's advice	12/15	sponsor's advice
1/3	years of previous education	6/9	years of previous education
10/11	age	21/31	age
11/8	goals and ambitions	34/36	goals and ambitions
3/11	ineligibility for public assistance	12/3	eligibility for public assistance
3/6	didn't know about education opportunities	7/0	didn't know about employment opportunities
2/1	not interested in school	20/14	could not get a good job without better educationt
___	other too old1/- person	_____	other care for children -/1 person too old 1/1 poor English -/1

24. What did you do in months 19-24 after your arrival in the U.S.?

23/18	attended high school
2/1	attended community/junior college
2/5	attended ESL classes (where? ---_____)
0/3	attended vocational training
0/3	studied for a GED
2/1	attended a 4-year university/college
3/10	worked
9/1	worked and studied
2/0	looked for job, but didn't find one
2/0	did not work or go to school
___	other cared for my children 1/1

25. During months 19-24 after your arrival in the U.S., what factors most influenced you in the decision to:

	work?		study?
2/6	family encouragement	20/11	family encouragement
16/13	financial situation	3/5	financial situation
0/6	sponsor's advice	2/6	sponsor's advice
1/3	years of previous education	7/5	years of previous education
5/9	age	15/17	age
5/8	goals and ambitions	18/23	goals and ambitions
3/3	ineligibility for public assistance	4/1	eligibility for public assistance
2/1	didn't know about education/ opportunities	4/1	didn't know about employment opportunities
1/2	not interested in school	11/7	could not get a good job without better education
___	other ---_____	___	other ---_____

26. If you studied, how were you financially supported?

21/24 self/part-or full-time work

9/32 family

16/12 grants/loans

10/5 scholarships

50/34 public assistance

____ other ---_____

27. When you first arrived, who helped you the most in finding out about school and other community resources?

58/53 sponsor

49/30 voluntary agency

29/14 MAA

45/43 family

32/26 friends

10/15 peers

____ other church 3/2 persons. Vietnamese community 1/-. Vietnam Veterans 1/-

28. What kinds of responsibilities do you have at home?

22/26 babysitting

10/10 taking care of own children

36/29 shopping

55/56 cooking

62/57 cleaning

10/11 sewing

14/17 interpreting

11/22 acting on behalf of the family

____ other tutor 1/-, manage family money 1/-, manage family papers 1/-, chauffeur 1/-, translate 1/- persons

29. Have home responsibilities conflicted with your school/work?

83/81 no

8/16 yes How? ---

30. Have home responsibilities conflicted with your job?

62/65 no

4/11 yes How? ---

31. What were the biggest problems for you at school or work in your first 6 months in the U.S.?

	at school:		at work:
70/80	learning/speaking English	26/20	learning/speaking English
48/49	not understanding rules and regulations	17/24	not understanding rules and regulations
23/20	interacting with teachers	12/7	interacting with employers
22/8	interacting with peers	10/7	interacting with co-workers
18/19	being/looking different	10/6	being/looking different
25/23	feeling overwhelmed by new demands	8/8	feeling overwhelmed by new demands
45/24	culture shock	19/7	culture shock
18/13	making friends	8/7	making friends

4/2	keeping regular attendance due to family demands	2/0	keeping regular attendance due to family demands
3/3	responsibilities at home	6/1	responsibilities at home
___	other getting lost 1/- person traffic laws 1/- money 1/- physical education 1/-	___	other no job experience 1/- person dealing with ethnic groups 1/-

32. What were some of the problems that happened later (months 7-18)?

	at school:		at work:
49/67	learning/speaking English	18/24	learning/speaking English
19/37	not understanding rules and regulations	6/20	not understanding rules and regulations
15/15	interacting with teachers	5/9	interacting with employers
13/11	interacting with peers	9/11	interacting with co-workers
12/15	being/looking different	6/7	being/looking different
13/16	feeling overwhelmed by new demands	7/8	feeling overwhelmed by new demands
24/24	culture shock	11/11	culture shock
15/15	making friends	7/13	making friends
3/3	keeping regular attendance due to family demands	2/3	keeping regular attendance due to family demands
3/7	responsibilities at home	5/2	responsibilities at home
___	other money -/1 person no baby sitter 1/-	___	other mobility -/1 person

33. What were some of your misconceptions about work/study in the U.S.?

None 41/39
Easy to get a job 5/-
Thought one could go to school, but had to work 3/-
Thought there would be less discrimination -/3

34. What do you want to do in the next 5 years?

Continue education/college	24/26
Work	26/37
Work and study	11/5
Complete high school	8/8
Electronics	-/7
Nurse	-/5

35. What do you now believe is the best choice (school/work) for someone who arrives in the U.S. at the same age you did?

31/41 high school

6/8 other educational institution

7/2 work

42/41 work and study

__ other Vocational training 2/- persons

36. With whom do you most frequently interact?

80/78 members of own ethnic group

8/9 other Southeast Asians

0/2 members of other immigrant groups

4/1 Whites

1/1 Blacks

___ Hispanics

4/2 nobody/I stay home

___ other ---

37. What cultural misunderstandings have you had?

Social adjustment 15/6

38. What do you and your friends do in your leisure time?

48/44	sports	28/25	music	35/39	friends' houses
14/17	school activities	23/15	movies	54/50	stay home
5/5	MAA/cultural activities	20/25	parties	9/15	other sightsee 1/- nothing, money worries -/1 library-/1 person
5/20	practice language and dances of my culture	29/20	malls		
20/15	temple/church activities	76/51	watch T.V.		

39. What other activities would you like to participate in? Why don't you?

A.

None	25/22
Religious activities	7/5
Community activities	8/-

B.

No time/money	15/4

40. What is the best thing that happened to you in the U.S.?

Education opportunities	25/38
Freedom	21/13
American hospitality friendship, and help	6/-
Feel comfortable	5/-

41. What is the worst thing that happened to you in the U.S.?

Language difficulty	6/7
Discrimination	6/3
Fear of crime/crime	3/9
Homesickness	5/-

42. When you have a problem, where do you go for help?

56/53	family	52/36	MAA	12/30	counselor
46/33	friends	6/3	monk/priest	6/5	other
34/48	sponsor	18/26	teacher	7/7	don't go to anyone

43. In what ways have your behavior, attitudes and beliefs changed since you arrived in the U.S.? Do you like these changes?

None	26/28
Little change	8/5
Firm belief in the future	10/-
Good, positive	6/10
More self confident	6/3
Independent	5/-
More natural, open, assertive	4/-

no	12/6
yes	43/26

44. How has your family adjusted to life in the U.S.?

Well/quickly/normally	42/35
So/so	6/6
Still have some problems	5/4
Not well	4/8

45. Were there any things you wished you had taken greater advantage of in the Refugee Processing Center (RPC) (Bataan, Philippines or Phanat Nikhom, Thailand) in Southeast Asia?

41/61 attended more optional classes

33/41 studied harder

15/11 asked more questions

20/34 sought help with personal concerns

74/61 practiced speaking English more

_____ other vocational training 1/1 persons
Cultural Orientation -/1

46. What were 2 things that you learned in the Refugee Processing Center that you found most helpful?

English as a Second Language	72/56
Cultural Orientation	35/26
Vocational Education	5/7
Work Orientation	9/-
Patience	4/5
Study in general	2/5

47. What were 2 things that you were taught in the Refugee Processing Center that you found least helpful?

None	49/47
Vocational Education	6/-

48. What would you recommend to be included in the Refugee Processing Center classes to better prepare Southeast Asian young adults for resettlement?

More English as a Second Language/conversation	37/42
More Cultural Orientation	22/22
More Vocational Education/practical skill training	3/5
More training time/classes	-/5

49. What advice would you give to other 17-22 year olds who are still in the Refugee Processing Center?

Learn English better	58/42
Study	27/39
Learn vocational skills	14/-
Understand American customs and laws	8/-
Be prepared to work	4/-

Survey on Young Adult Refugees Ages 17-22

Hmong Responses (c)

Summary

Nearly half of the Hmong respondents were 17 years old at their time of arrival in the U.S. Another 38% were 18 - 20. Fifty-seven percent have arrived since July 1986. Seventy-two percent had 0 - 5 years of previous education compared to 47% of the total sample of young adults.

The male/female ratio of Hmong was 64% to 36% -- not as evenly divided as the larger group. Surprisingly, only 14% were married and only 10% reported having children.

In regard to sources of income, the Hmong depended on public assistance less than the total group. Eighty-one percent identified a parent as their primary source, while only 20% cited public assistance. The total sample identified 36% and 43% respectively. Similarly, 52% of those who studied were supported by family, only 2% by public assistance. The larger sample reflected 18% and 43% respectively.

Consistent with responses of the total sample, goals and ambitions were primary factors for the Hmong in choosing school over work during the first six months in the U.S. However, family encouragement was not listed as an important factor. Fourteen percent of the Hmong checked this response as compared to 36% of the total sample. Furthermore, 11% of the Hmong and only 2% of the total group said they were unaware of education opportunities available to them.

Peers (26%) and Mutual Assistance Associations (17%) were the only choices selected in the question which asked who helped the Hmong upon arrival in the U.S. This contrasts strongly with the larger sample which cited sponsor (57%), family (45%), and voluntary agencies (42%).

Approximately half of the Hmong answered the question related to cultural misunderstandings. All replied they had none!

An unusually high percentage of Hmong (44%) responded that they seek a counselor when they need help. This response was tied with "sponsor" and second only to "family" (53%).

Finally, a low percentage said that their families have adjusted well -- 11% compared to 36% of the total sample.

Results

N = 46

All responses are recorded in percentages.

1. How old are you?

24	17	13	20	0	23
20	18	11	21	0	24
24	19	8	22	0	25

2. How old were you when you arrived in the U.S.?

4	16	10	20
48	17	2	21
15	18	2	22
24	19		

3. To which ethnic group do you belong?

100 Hmong

4. How many years of education did you have in Vietnam/Laos/Cambodia?

0 - 26
1-5 - 46
6-8 - 11
9+ - 2

5. How many years did you work in Vietnam/Laos/Cambodia?

0 - 54
1 - 0
2 - 2
3 - 9
4 - 4
5 - 2
7 - 2
9 - 2

In what profession? Farmer - 13, Family business - 2

6. Are you _____?

64 male

36 female

7. When you arrived in the U.S., were you _____?

93 single

7 married

8. If you were married upon arrival in the U.S. did you have children? no __ yes __. Did they accompany you?

2 no

4 yes

9. Are you now _____?

86 single
14 married

10. Do you now have children?

90 no

10 yes

How many? ---_____

11. With whom do you live?

63 parents

22 brother/sister

7 uncle/aunt/cousins

4 spouse/children

2 friends

2 alone

2 other ---_____

12. Who/what are the primary sources of income in your family?

41 father

40 mother

13 brothers/sisters

2 uncle/aunt/cousins

2 spouse

24 self

20 public assistance

13. If you contribute to the family's income, what percentage?

27 less than 30%

50 30-70%

23 70-100%

14. When did you arrive in the U.S.? Month/year

Jan. - June '84
July - Dec. '84 6
Jan. - June '85 6
July - Dec. '85 20
Jan. - June '86 6
July- Dec. '86 29
Jan. - June '87 28

15. Do you live in the city where you originally resettled or have you moved?

87 originally resettled

13 secondary migrant

16. If you moved, why did you move?

4 family move

0 to join friends

4 to join family

0 to join large refugee community/larger group of own ethnic group

2 better employment opportunities

11 better education opportunities

4 better public assistance opportunities

4 better climate

17. Did you study in first asylum camps in Southeast Asia?

26 no

72 yes

If yes, what, and for how long?

73 ESL 6 mos.

22 CO 6 mos.

13 other 2 mos. WO - 7 %, Lao - 2%

18. Did you come to the U.S. from a Southeast Asian processing center?

16 Yes

84 No

If yes, which one?

2 PRPC, Bataan, Philippines

93 Phanat Nikhom, Thailand

0 Galang, Indonesia

If no, did you come through

2 ODP

2 other ---

19. In the processing center, did you study in the _____?

46 PASS program

87 adult ESL/CO (English as a Second Language/Cultural Orientation) program

24 WO/PET (Work Orientation/Pre-Employment Training) program

9 other ---

Note: It appears that PASS students were unclear about the different ESL/CO programs.

20. What did you do when you first arrived in the U.S. (in months 1-6)?

71 attended high school

___ attended community/junior college

13 attended ESL classes (where? ---_____)

___ attended vocational training

4 studied for a GED

6 worked

___ worked and studied

___ looked for job, but didn't find one

___ did not work or go to school

___ other ---

21. During your first 6 months in the U.S., what factors most influenced you in the decision to:

	work?		study?
8	family encouragement	14	family encouragement
11	financial situation	9	financial situation
2	sponsor's advice	14	sponsor's advice
3	years of previous education	0	years of previous education
2	age	34	age
2	goals and ambitions	39	goals and ambitions
4	ineligibility for public assistance	0	eligibility for public assistance
11	didn't know about education opportunities	0	didn't know about employment opportunities
2	not interested in school	14	could not get a good job without better education
7	other	0	other want more education 2%

22. What did you do in months 7-18 after your arrival in the U.S.?

59 attended high school

___ attended community/junior college

11 attended ESL classes (where? ---_____)

4 attended vocational training

4 studied for a GED

___ worked

___ worked and studied

___ looked for job, but didn't find one

___ did not work or go to school

___ other ---_____

23. During months 7-18 after arrival in the U.S., what factors most influenced you in the decision to:

	work?		study?
4	family encouragement	2	family encouragement
15	financial situation	2	financial situation
0	sponsor's advice	2	sponsor's advice
0	years of previous education	9	years of previous education
2	age	2	age
2	goals and ambitions	2	goals and ambitions
9	ineligibility for public assistance	2	eligibility for public assistance
2	didn't know about education opportunities	2	didn't know about employment opportunities
2	not interested in school	2	could not get a good job without better education
2	other	2	other want more education - 2%

24. What did you do in months 19-24 after your arrival in the U.S.?

15 attended high school

4 attended community/junior college

2 attended ESL classes (where? ---_____)

4 attended vocational training

2 studied for a GED

0 attended a 4-year university/college

7 worked

0 worked and studied

0 looked for job, but didn't find one

0 did not work or go to school

0 other ---_____

25. During months 19-24 after your arrival in the U.S., what factors most influenced you in the decision to:

work?		study?	
7	family encouragement	2	family encouragement
13	financial situation	5	financial situation
4	sponsor's advice	5	sponsor's advice
2	years of previous education	0	years of previous education
4	age	11	age
4	goals and ambitions	30	goals and ambitions
2	ineligibility for public assistance	0	eligibility for public assistance
0	didn't know about education/ opportunities	0	didn't know about employment opportunities
0	not interested in school	0	could not get a good job without better education
2	other WO - 2%	2	other want more education - 2%

26. If you studied, how were you financially supported?

20 self/part-or full-time work

52 family

4 grants/loans

11 scholarships

2 public assistance

4 other No one - 2%

27. When you first arrived, who helped you the most in finding out about school and other community resources?

0 sponsor

0 voluntary agency

17 MAA

0 family

0 friends

26 peers

0 other ---

28. What kinds of responsibilities do you have at home?

28 babysitting

9 taking care of own children

22 shopping

46 cooking

48 cleaning

4 sewing

15 interpreting

30 acting on behalf of the family

9 other Chauffeur family - 2%, translate - 2%

29. Have home responsibilities conflicted with your school/work?

87 no

13 yes How? Not enough time to study-2%, Household chores-2%

30. Have home responsibilities conflicted with your job?

60 no

14 yes How? ---

31. What were the biggest problems for you at school or work in your first 6 months in the U.S.?

	at school:		at work:
84	learning/speaking English	13	learning/speaking English
36	not understanding rules and regulations	17	not understanding rules and regulations
4	interacting with teachers	4	interacting with employers
2	interacting with peers	2	interacting with co-workers
4	being/looking different	0	being/looking different
9	feeling overwhelmed by new demands	4	feeling overwhelmed by new demands
16	culture shock	2	culture shock
4	making friends	2	making friends

0	keeping regular attendance due to family demands	0	keeping regular attendance due to family demands
0	responsibilities at home	0	responsibilities at home
4	other Money	7	other No job experience

32. What were some of the problems that happened later (months 7-18)?

at school:		at work:	
69	learning/speaking English	11	learning/speaking English
24	not understanding rules and regulations	11	not understanding rules and regulations
2	interacting with teachers	7	interacting with employers
7	interacting with peers	7	interacting with co-workers
2	being/looking different	4	being/looking different
4	feeling overwhelmed by new demands	4	feeling overwhelmed by new demands
22	culture shock	2	culture shock
7	making friends	0	making friends
0	keeping regular attendance due to family demands	0	keeping regular attendance due to family demands
2	responsibilities at home	0	responsibilities at home
4	other Money - 2%	2	other No job mobility - 2%

33. What were some of your misconceptions about work/study in the U.S.?

Thought school would be as easy as at the Refugee Processing Center - 2%
Thought there would be less discrimination - 2%

34. What do you want to do in the next 5 years?

Work/look for work	50
Continue education, college	24
Complete high school	4
Work and study	4
Study English	4

35. What do you now believe is the best choice (school/work) for someone who arrives in the U.S. at the same age you did?

54	high school	33	work and study
7	other educational institution	0	other ---
4	work		

36. With whom do you most frequently interact?

74	members of own ethnic group
17	other Southeast Asians
2	members of other immigrant groups
0	Whites
0	Blacks
0	Hispanics
0	nobody/I stay home
4	other ---

37. What cultural misunderstandings have you had?

None -100% (Half of the Hmong respondents answered this question.)

38. What do you and your friends do in your leisure time?

46	sports	33	music	35	friends' houses
22	school activities	7	movies	39	stay home
0	MAA/cultural activities	9	parties	17	other library-2, nothing-too many money worries-2
30	practice language and dances of my culture	17	malls		
15	temple/church activities	28	watch T.V.		

39. What other activities would you like to participate in? Why don't you?

A.

None	25
Community activities	5
Cultural activities that preserve ethnic identity	5

B.

No time/money	7
Don't know English well	5
Don't understand these activities	5
Reserved personality	5
Need to study	5

40. What is the best thing that happened to you in the U.S.?

Education opportunities	43
Freedom	15

41. What is the worst thing that happened to you in the U.S.?

Fear of crime/crime	11
Economics	9
Language difficulty	6
Dealing with foreigners (Hispanics, Blacks)	4

42. When you have a problem, where do you go for help?

53	family	20	MAA	44	counselor
22	friends	2	monk/priest	4	other
44	sponsor	24	teacher	4	don't go to anyone

43. In what ways have your behavior, attitudes and beliefs changed since you arrived in the U.S.? Do you like these changes?

A.

None	32
Good, positive	9

B.

no	3
yes	23

44. How has your family adjusted to life in the U.S.?

Well/quickly/normally	11
So/so	9
Not well	7
Still have many problems	5

45. Were there any things you wished you had taken greater advantage of in the Refugee Processing Centers (RPC) (Bataan, Philippines or Phanat Nikhom, Thailand) in Southeast Asia?

58	attended more optional classes
38	studied harder
4	asked more questions
42	sought help with personal concerns
40	practiced speaking English more
7	other ---

46. What were 2 things that you learned in the Refugee Processing Center that you found most helpful?

English as a Second Language	52	Laws and customs	7
Cultural Orientation	31	Housekeeping	4

47. What were 2 things that you were taught in the Refugee Processing Center that you found least helpful?

None	46

48. What would you recommend to be included in the Refugee Processing Center classes to better prepare Southeast Asian young adults for resettlement?

More ESL/conversation	42
More Cultural Orientation	26
More education for young people	7
More vocational training	4
More classes/training time	4
Go earlier to U.S.	4
Teach English in the States	4

49. What advice would you give to other 17-22 year olds who are still in the Refugee Processing Center?

Learn English better	39
Study	39
Learn vocational skills	5
Study math	5

Young Adult Refugee Survey

Responses of PASS Students (d)
(Preparation for American Secondary School)

Summary

The percentages of students of the four ethnic groups in PASS vary considerably from the percentages of the same groups in the total sample.

Ethnic Group	PASS	Total Sample
Vietnamese	25	35
Khmer	12	24
Lao	22	22
Hmong	41	19

When one considers the large percentage of Hmong in PASS, it is not surprising that the level of previous education is also lower for PASS students. Sixty percent had five or less years of schooling compared to 47% of the total sample. Only 12% had nine or more years of schooling; the total group yielded 30% with nine or more years.

Sponsors appear to have a strong influence on PASS students. When making their initial decision to work or study, PASS participants cited their own goals and ambitions as the primary factor influencing that decision (49%). The second factor was "sponsor's advice" (41%). For the total sample the top two factors were "family encouragement" (39%) and "goals and ambitions" (37%). After the first six months, "goals and ambitions" remained the most significant factor (46%) for PASS students, followed by "age" (38%) and sponsor's advice (25%). Family encouragement was listed fourth (23%).

Likewise, 54% of the PASS respondents cited their sponsor as the first person to whom they would go for help with a problem, followed by family (48%), teacher (36%) counselor (34%), and MAA (26%). The larger group identified family (54%), friends (42%), and sponsor (41%).

Although the types of cultural misunderstandings identified by PASS students were the same as those of the total sample, an unusually high 82% said they had "none", compared to 59% of the total number.

Finally, in response to the question, "What is the best thing that happened to you?", 12% of the PASS respondents answered "I feel comfortable." No other group had a significant percentage for this response.

Results

Results from PASS respondents from Bataan and Phanat Nikhom are combined in this sector report.

N = 51

Most reponses are recorded in percentages. Exception: Answers cited under "other" yielded few written responses; therefore, those items are recorded by the number of persons who gave a particular response. In each case the word "person" is indicated.

1. How old are you?

16	17	8	20	0	23
39	18	6	21	0	24
20	19	10	22	0	25

2. How old were you when you arrived in the U.S.?

8	16	6	20
55	17	2	21
16	18	4	22
8	19		

3. To which ethnic group do you belong?

25	Vietnamese
22	Lao
12	Khmer
41	Hmong

4. How many years of education did you have in Vietnam/Laos/Cambodia?

0 -12
1-5 - 48
6-8 - 22
9+ - 12

5. How many years did you work in Vietnam/Laos/Cambodia?

0 - 75
2 - 2
4 - 2
6 - 2

In what profession? Laborer - 4%, Small business - 2%, Farmer - 2%

6. Are you _____?

61 male

39 female

7. When you arrived in the U.S., were you _____?

98 single

2 married

8. If you were married upon arrival in the U.S. did you have children? no 7 yes 2.
Did they accompany you?

0 no

0 yes

9. Are you now _____?

96 single

4 married

10. Do you now have children?

80 no

4 yes

How many? ---_____

11. With whom do you live?

67 parents

30 brother/sister

4 uncle/aunt/cousins

0 spouse/children

0 friends

4 alone

8 other ---_____

12. Who/what are the primary sources of income in your family?

24 father

22 mother

10 brothers/sisters

2 uncle/aunt/cousins

2 spouse

27 self

57 public assistance

13. If you contribute to the family's income, what percentage?

38 less than 30%

21 30-70%

28 70-100%

14. When did you arrive in the U.S.? Month/year

Jan. - June '84 2
July - Dec. '84 4
Jan. - June '85 2
July - Dec. '85 10
Jan. - June '86 34
July - Dec. '86 26
Jan. - June '87 20

15. Do you live in the city where you originally resettled or have you moved?

88 originally resettled

12 secondary migrant

16. If you moved, why did you move?

4 family move

0 to join friends

0 to join family

0 to join large refugee community/larger group of own ethnic group

0 better employment opportunities

6 better education opportunities

0 better public assistance opportunities

6 better climate

17. Did you study in first asylum camps in Southeast Asia?

16 no

82 yes

If yes, what, and for how long?

77 ESL 6 mos.

47 CO 6 mos.

30 other Math 4, History 2, Typing 1, Tailoring 1 person

18. Did you come to the U.S. from a Southeast Asian processing center?

88 Yes

12 No

If yes, which one?

45 PRPC, Bataan, Philippines

49 Phanat Nikhom, Thailand

4 Galang, Indonesia

If no, did you come through

2 ODP

5 other ---_____

19. In the processing center, did you study in the _____?

100 PASS program

63 adult ESL/CO (English as a Second Language/Cultural Orientation) program

31 WO/PET (Work Orientation/Pre-Employment Training) program

12 other ---_____

Note: It appears that PASS students were unclear about the different ESL/CO programs.

20. What did you do when you first arrived in the U.S. (in months 1-6)?

70	attended high school
__	attended community/junior college
6	attended ESL classes (where? ---_____)
6	attended vocational training
_	studied for a GED
10	worked
4	worked and studied
_	looked for job, but didn't find one
_	did not work or go to schoolc
_	other cared for my children 1 person

21. During your first 6 months in the U.S., what factors most influenced you in the decision to:

	work?		study?
2	family encouragement	29	family encouragement
17	financial situation	6	financial situation
8	sponsor's advice	41	sponsor's advice
0	years of previous education	24	years of previous education
4	age	39	age
2	goals and ambitions	49	goals and ambitions
8	ineligibility for public assistance	14	eligibility for public assistance
6	didn't know about education opportunities	4	didn't know about employment opportunities
0	not interested in school	20	could not get a good job without better education
_	other ---_____	__	other can't concentrate-1 person

22. What did you do in months 7-18 after your arrival in the U.S.?

14 attended high school

_ attended community/junior college

8 attended ESL classes (where? ---_____)

8 attended vocational training

_ studied for a GED

6 worked

_ worked and studied

_ looked for job, but didn't find one

_ did not work or go to school

_ other ---_____

23. During months 7-18 after arrival in the U.S., what factors most influenced you in the decision to:

	work?		study?
8	family encouragement	23	family encouragement
14	financial situation	8	financial situation
2	sponsor's advice	25	sponsor's advice
0	years of previous education	9	years of previous education
10	age	38	age
10	goals and ambitions	46	goals and ambitions
6	ineligibility for public assistance	12	eligibility for public assistance
4	didn't know about education opportunities	4	didn't know about employment opportunities
0	not interested in school	18	could not get a good job without better education
_	other ---_____	_	other too old-1 person

24. What did you do in months 19-24 after your arrival in the U.S.?

14 attended high school

2 attended community/junior college

_ attended ESL classes (where? ---_____)

4 attended vocational training

2 studied for a GED

_ attended a 4-year university/college

2 worked

4 worked and studied

_ looked for job, but didn't find one

_ did not work or go to school

_ other ---_____

25. During months 19-24 after your arrival in the U.S., what factors most influenced you in the decision to:

	work?		study?
2	family encouragement	4	family encouragement
12	financial situation	2	financial situation
4	sponsor's advice	10	sponsor's advice
0	years of previous education	4	years of previous education
2	age	12	age
8	goals and ambitions	18	goals and ambitions
4	ineligibility for public assistance	4	eligibility for public assistance
0	didn't know about education opportunities	0	didn't know about employment opportunities
0	not interested in school	2	could not get a good job without better education
_	other WO-1 person	_	other ---_____

26. If you studied, how were you financially supported?

17 self/part-or full-time work

29 family

13 grants/loans

8 scholarships

2 public assistance

_ other ---_____

27. When you first arrived, who helped you the most in finding out about school and other community resources?

71 sponsor

41 voluntary agency

35 MAA

45 family

12 friends

20 peers

__ other church-4 persons

28. What kinds of responsibilities do you have at home?

33 babysitting

4 taking care of own children

36 shopping

59 cooking

73 cleaning

4 sewing

22 interpreting

22 acting on behalf of the family

__ other chauffeur-1 person, translate-1

29. Have home responsibilities conflicted with your school/work?

90 no

10 yes How? Not enough time to study 8%

30. Have home responsibilities conflicted with your job?

49 no

9 yes How? time constraints- 2%, problems among family members 2%

31. What were the biggest problems for you at school or work in your first 6 months in the U.S.?

	at school:		at work:
83	learning/speaking English	22	learning/speaking English
46	not understanding rules and regulations	16	not understanding rules and regulations
25	interacting with teachers	10	interacting with employers
15	interacting with peers	8	interacting with co-workers
21	being/looking different	12	being/looking different
25	feeling overwhelmed by new demands	4	feeling overwhelmed by new demands
44	culture shock	16	culture shock
21	making friends	10	making friends
2	keeping regular attendance due to family demands	2	keeping regular attendance due to family demands
10	responsibilities at home	8	responsibilities at homep
_	other physical education-1 traffic laws-1 getting lost-1 money -1 person	_	other dealing with ethnic groups- 1 person

32. What were some of the problems that happened later (months 7-18)?

	at school:		at work:
65	learning/speaking English	8	learning/speaking English
33	not understanding rules and regulations	10	not understanding rules and regulations
16	interacting with teachers	4	interacting with employers
10	interacting with peers	8	interacting with co-workers
12	being/looking different	8	being/looking different
12	feeling overwhelmed by new demands	8	feeling overwhelmed by new demands
33	culture shock	10	culture shock
_	making friends	2	making friends

6	keeping regular attendance due to family demands	5	keeping regular attendance due to family demands
2	responsibilities at home	4	responsibilities at home
_	other money-1 person loneliness-1 homesickness-1	_	other ---

33. What were some of your misconceptions about work/study in the U.S.?

None - 37%

Thought American teachers would be the same as native teachers - 6%

Thought one could go to school, but I had to work. - 4%

34. What do you want to do in the next 5 years?

Work	36
Continue education	22
Complete high school	16
None	6
Work and study	4
Study electronics	4
Get a better paying job	4
Become a teacher	4
Learn a profession	4

35. What do you now believe is the best choice (school/work) for someone who arrives in the U.S. at the same age you did?

53 high school

4 other educational institution

0 work

33 work and study

_ other ---

36. With whom do you most frequently interact?

88 members of own ethnic group

4 other Southeast Asians

0 members of other immigrant groups

2 Whites

0 Blacks

4 Hispanics

2 nobody/I stay home

_ other ---_____

37. What cultural misunderstandings have you had?

None - 82%
Social adjusting - 8%
Society is so permissive - 4%
All Americans are good and generous - 4%

38. What do you and your friends do in your leisure time?

52	sports	42	music	54	friends' houses
24	school activities	22	movies	60	stay home
4	MAA/cultural activities	18	parties	16	other sightseeing-1 nothing - I haveworries about money 1 person
24	practice language and dances of my culture	34	malls		
18	temple/church activities	64	watch T.V.		

39. What other activities would you like to participate in? Why don't you?

A.

None	34
Religious activities	4
Community activities	4
Cultural activities that preserve ethnic identity	4

B.

No time/money	8
Don't know English well/shy	8
Don't understand these activities	5

40. What is the best thing that happened to you in the U.S.?

Education opportunities	29
Freedom	12
Feel comfortable	12
Good "material" life	8
American culture	6
Make money by working	4
Learn new things	4
Learned English better than at Refugee Processing Center	4

41. What is the worst thing that happened to you in the U.S.?

Nothing	35
Language difficulty	10
Crime/fear of crime	8
Economics	6
Homesickness	4
Have to work too early	4
Discrimination	4

42. When you have a problem, where do you go for help?

48	family	26	MAA	34	counselor
24	friends	6	monk/priest	4	other
54	sponsor	36	teacher	10	don't go to anyone

43. In what ways have your behavior, attitudes and beliefs changed since you arrived in the U.S.? Do you like these changes?

A.

None	24
Good, positive	12
Little	8
Firm belief in future	6
More self-confident	4
More natural, open, assertive, sociable	4
Dress	4

B.

yes	39
no	8

44. How has your family adjusted to life in the U.S.?

Well/quickly/normally	40
So-so	9
Not well	6

45. Were there any things you wished you had taken greater advantage of in the Refugee Processing Center (RPC) (Bataan, Philippines or Phanat Nikhom, Thailand) in Southeast Asia?

73	attended more optional classes	35	sought help with personal concerns
41	studied harder	67	practiced speaking English more
12	asked more questions	__	other ---_____

46. What were 2 things that you learned in the Refugee Processing Center that you found most helpful?

English as a Second Language	75
Cultural Orientation	41
Vocational Education	12
Carpentry	6
None	6
Laws and customs	4
Work Orientation	4
Safety	4
Housekeeping	4

47. What were 2 things that you were taught in the Refugee Processing Center that you found least helpful?

None	57
Vocational Education	6
Incomplete training	4
Dancing	4
ESL taught by Filipinos/Laotians	4

48. What would you recommend to be included in the Refugee Processing Center classes to better prepare Southeast Asian young adults for resettlement?

More English as a Second Language/conversation	47
More Cultural Orientation	36
More staff	6
More Vocational Education/practical skill training	4
More American teachers	4

49. What advice would you give to other 17-22 year olds who are still in the Refugee Processing Center?

Learn English better	51
Study	41
Learn vocational skills	12
Don't make trouble	10
Don't waste time	8
Don't get involved with young delinquents	6
Don't drink	4
Understand American customs and laws	4

Young Adult Refugee Survey

Male/Female Responses (e)

Summary

There is very little difference in the responses of males and females. Only two significant variations occur:

- the best choice (school/work) for young new arrivals
- leisure time activities

In the first of these two items, 30% of the males and 40% of the females believe high school is the best choice. However, their second choice, simultaneous work and study, had a 17% spread. This choice was selected by 47% of the males and 30% of the females.

Regarding leisure time activities, two of the three top choices were the same for males and females (watch t.v. 69% and 62%, go to friends' houses 55% and 46% respectively). However, males identified participating in sports as a significant activity (65%). The females' number one choice was staying at home (63%).

Results

N = 142 male
107 female

Most reponses are recorded in percentages. The male responses are in the left column; the female in the right column (male/female). Exception: Answers cited under "other" yielded few written responses; therefore, those items are recorded by the number of persons who gave a particular response. In each case the word "person" is indicated.

1. How old are you?

M/F		M/F		M/F	
14/7	17	12/13	20	1/6	23
19/20	18	9/14	21	1/4	24
21/17	19	19/18	22	2/0	25

2. How old were you when you arrived in the U.S.?

6/6	16	8/10	20
35/26	17	12/9	21
19/22	18	5/7	22
9/10	19		

3. To which ethnic group do you belong?

34/38 Vietnamese

25/18 Lao

20/29 Khmer

21/15 Hmong

4. How many years of education did you have in Vietnam/Laos/Cambodia?

0 - 12/19
1-5 - 31/36
6-8 - 19/11
9+ - 29/32

5. How many years did you work in Vietnam/Laos/Cambodia?

0 - 55/59
1 - 2/2
2 - 4/3
3 - 4/3

In what profession? Farmer - 4/4, Laborer - 4/4

6. Are you _____?

57 male

43 female

7. When you arrived in the U.S., were you _____?

98/92 single

2/8 married

8. If you were married upon arrival in the U.S. did you have children? no 7/13 yes 3/11. Did they accompany you?

3/0 no

1/8 yes

9. Are you now _____?

96/87 single

4/13 married

10. Do you now have children?

77/70 no

3/18 yes

How many? 1-2

11. With whom do you live?

49/57 parents

31/30 brother/sister

11/10 uncle/aunt/cousins

3/9 spouse/children

11/8 friends

4/3 alone

____ other 1/- person

12. Who/what are the primary sources of income in your family?

21/27 father

13/12 mother

17/11 brothers/sisters

4/6 uncle/aunt/cousins

3/6 spouse

32/26 self

39/48 public assistance

13. If you contribute to the family's income, what percentage?

45/42 less than 30%

25/21 30-70%

19/15 70-100%

14. When did you arrive in the U.S.? Month/year

Jan. - June '84 4/6
July - Dec. '84 7/8
Jan. - June '85 9/8
July - Dec. '85 19/20
Jan. - June '86 23/26
July - Dec. '86 12/11
Jan. - June '87 11/15

15. Do you live in the city where you originally resettled or have you moved?

84/80 originally resettled

16/20 secondary migrant

16. If you moved, why did you move?

4/6 family move

1/5 to join friends

1/0 to join family

1/2 to join large refugee community/larger group of own ethnic group

2/6 better employment opportunities

5/3 better education opportunities

2/2 better public assistance opportunities

4/2 better climate

17. Did you study in first asylum camps in Southeast Asia?

13/16 no

86/84 yes

If yes, what, and for how long?

77/68 ESL 3 - 6 mos.

39/30 CO 3 - 6 mos.

_____ other

WQ	1/2 persons	Typing	1/1
math	5/1	Tailoring	1/1
history	1/1	Welding	1/-
Khmer	2/6	Embroidery	-/1
Lao	5/6	Cooking	-/1

18. Did you come to the U.S. from a Southeast Asian processing center?

88/94 Yes

10/6 No

If yes, which one?

51/53 PRPC, Bataan, Philippines

37/35 Phanat Nikhom, Thailand

6/6 Galang, Indonesia

If no, did you come through

2/10 ODP

____ other Hong Kong 1/-person
Malaysia 1/-

19. In the processing center, did you study in the _____?

22/19 PASS program

79/78 adult ESL/CO (English as a Second Language/Cultural Orientation) program

20/21 WO/PET (Work Orientation/Pre-Employment Training) program

____ other ---

Note: It appears that PASS students were unclear about the different ESL/CO programs.

20. What did you do when you first arrived in the U.S. (in months 1-6)?

55/49 attended high school

-/- attended community/junior college

11/26 attended ESL classes (where? ---)

4/- attended vocational training

-/- studied for a GED

4/5 worked

5/- worked and studied

-/- looked for job, but didn't find one

-/- did not work or go to school

____ other cared for my children- 2/2 persons

21. During your first 6 months in the U.S., what factors most influenced you in the decision to:

work?		study?	
5/5	family encouragement	37/39	family encouragement
17/15	financial situation	4/12	financial situation
6/3	sponsor's advice	24/21	sponsor's advice
2/2	years of previous education	19/13	years of previous education
8/12	age	26/39	age
4/8	goals and ambitions	39/35	goals and ambitions
4/2	ineligibility for public assistance	12/14	eligibility for public assistance
4/6	didn't know about education opportunities	8/8	didn't know about employment opportunities
2/2	not interested in school	20/14	could not get a good job without better education
____	other No babysitter -/2persons	____	other Poor English 3/1 persons No babysitter -/1 Can't concentrate 1/- Support family in Vietnam 1/- Too old -/1

22. What did you do in months 7-18 after your arrival in the U.S.?

47/39 attended high school

____ attended community/junior college

-/13 attended ESL classes (where? ---_____)

-/4 attended vocational training

____ studied for a GED

8/7 worked

-/4 worked and studied

____ looked for job, but didn't find one

____ did not work or go to school

____ other cared for my children -/1 person

23. During months 7-18 after arrival in the U.S., what factors most influenced you in the decision to:

work?		study?	
5/5	family encouragement	29/33	family encouragement
23/18	financial situation	9/4	financial situation
5/2	sponsor's advice	18/12	sponsor's advice
2/0	years of previous education	6/4	years of previous education
9/12	age	24/28	age
10/9	goals and ambitions	33/38	goals and ambitions
7/4	ineligibility for public assistance	8/11	eligibility for public assistance
3/5	didn't know about education opportunities	4/5	didn't know about employment opportunities
1/1	not interested in school	18/20	could not get a good job without better education
___	other too old 1/- person	___	other poor English -/2 persons need to care for family -/2 too old -/1

24. What did you do in months 19-24 after your arrival in the U.S.?

20/23	attended high school
2/2	attended community/junior college
1/5	attended ESL classes (where? ---_____)
1/1	attended vocational training
1/1	studied for a GED
3/0	attended a 4-year university/college
6/4	worked
10/5	worked and studied
1/1	looked for job, but didn't find one
0/2	did not work or go to school
___	other cared for my children -/1 person

25. During months 19-24 after your arrival in the U.S., what factors most influenced you in the decision to:

work?		study?	
5/3	family encouragement	19/15	family encouragement
17/12	financial situation	4/2	financial situation
4/2	sponsor's advice	7/3	sponsor's advice
2/1	years of previous education	7/5	years of previous education
7/9	age	12/21	age
8/4	goals and ambitions	22/21	goals and ambitions
5/3	ineligibility for public assistance	4/2	eligibility for public assistance
1/3	didn't know about education/ opportunities	2/3	didn't know about employment opportunities
2/1	not interested in school	10/9	could not get a good job without better education
___	other	___	other poor English -/2 persons

26. If you studied, how were you financially supported?

23/15 self/part-or full-time work

17/22 family

20/5 grants/loans

11/4 scholarships

41/51 public assistance

____ other ---

27. When you first arrived, who helped you the most in finding out about school and other community resources?

59/55	sponsor	11/14	peers
48/37	voluntary agency	_____	other church 2/4 persons Vietnamese community -/1 Vietnam Veterans -/1
23/23	MAA		
44/49	family		
30/32	friends		

28. What kinds of responsibilities do you have at home?

19/25 babysitting

5/14 taking care of own children

28/44 shopping

33/85 cooking

50/77 cleaning

1/22 sewing

15/12 interpreting

19/9 acting on behalf of the family

____ other tutor 1/- person
chauffeur -/1
translate -/1
take care of family papers 1/-
take care of family money 1/-

29. Have home responsibilities conflicted with your school/work?

84/82 no

11/12 yes How? M - not enough time to study 6%

F - childcare 3%, time constraints 3%

30. Have home responsibilities conflicted with your job?

65/67 no

9/4 yes How? ___

_____

31. What were the biggest problems for you at school or work in your first 6 months in the U.S.?

	at school:		at work:
79/74	learning/speaking English	23/21	learning/speaking English
43/52	not understanding rules and regulations	20/18	not understanding rules and regulations
23/24	interacting with teachers	10/9	interacting with employers
18/17	interacting with peers	8/10	interacting with co-workers

19/17	being/looking different	7/7	being/looking different
23/30	feeling overwhelmed by new demands	6/8	feeling overwhelmed by new demands
40/39	culture shock	17/8	culture shock
16/19	making friends	7/7	making friends
2/6	keeping regular attendance due to family demands	2/1	keeping regular attendance due to family demands
2/6	responsibilities at home	3/4	responsibilities at home
____	other money 1/- person traffic laws 1/- getting lost 1/- physical education -/1	___	other money -/1 person dealing with ethnic groups -/1 no job experience -/1

32. What were some of the problems that happened later (months 7-18)?

at school:		at work:	
56/55	learning/speaking English	17/22	learning/speaking English
24/28	not understanding rules and regulations	13/13	not understanding rules and regulations
17/15	interacting with teachers	9/7	interacting with employers
12/11	interacting with peers	11/7	interacting with co-workers
12/16	being/looking different	6/6	being/looking different
15/17	feeling overwhelmed by new demands	7/6	feeling overwhelmed by new demands
31/24	culture shock	10/10	culture shock
14/16	making friends	8/9	making friends
4/4	keeping regular attendance due to family demands	3/1	keeping regular attendance due to family demands
3/6	responsibilities at home	4/3	responsibilities at home
____	other money 1/- person loneliness -/1 homesickness -/1 no babysitter -/1	____	other no job mobility 1/- person

33. What were some of your misconceptions about work/study in the U.S.?

M - Thought working and studying simultaneously would be easier 4%

F - ---

34. What do you want to do in the next 5 years?

Continue education/college	29/21
Work	28/31
Complete high school	8/ 9
Get a better paying job	7/-
Work and study	6/10
Learn electronics	5/-
Become a mechanic	4/-
Become a seamstress	-/5
Become a nurse	-/4

35. What do you now believe is the best choice (school/work) for someone who arrives in the U.S. at the same age you did?

36/40 high school

6/9 other educational institution

3/7 work

47/30 work and study

____ other Vocational training 1/1 persons

36. With whom do you most frequently interact?

79/79 members of own ethnic group

13/6 other Southeast Asians

1/1 members of other immigrant groups

1/4 Whites

1/1 Blacks

__ Hispanics

2/5 nobody/I stay home

1/0 other ---

37. What cultural misunderstandings have you had?

Male - none (43%), social adjusting(9%)
Female - none (36%), social adjusting (11%), did not know society would be so permissive (5%)

38. What do you and your friends do in your leisure time?

65/19	sports	30/22	music	55/41	friends' houses
15/15	school activities	27/10	movies	41/63	stay home
5/7	MAA/cultural activities	29/14	parties	6/17	other library -/1 person sightseeing 1/- nothing-I have worries about money 1/-
10/12	practice language and dances of my culture	24/27	malls		
21/19	temple/church activities	69/62	watch t.v.		

39. What other activities would you like to participate in? Why don't you?

A.

None	25/25
Religious activities	6/ 8
Community activities	5/ 5
Cultural activities that preserve ethnic identity	3/-

B.

No time/money	15/11
Don't know English well/shy	- / 4
Don't understand these activities	- / 4
I'd rather stay home.	- / 3

40. What is the best thing that happened to you in the U.S.?

Education opportunities	29/31
Freedom	18/15
American hospitality friendship, and help	5/ 4
Earning money by working	4/ -
Good "material" life	4/ -

41. What is the worst thing that happened to you in the U.S.?

Nothing	41/38
Language difficulty	8/ 6
Discrimination	5/ 4
Dealing with foreigners (Hispanics, Blacks)	4/ -
Fear of crime/crime	8
Economics	4/-
Homesickness	-/4
Climate	-/4

42. When you have a problem, where do you go for help?

51/58	family	23/22	MAA	22/14	counselor
44/41	friends	4/4	monk/priest	5/7	other
41/40	sponsor	23/22	teacher	5/8	don't go to anyone

43. In what ways have your behavior, attitudes and beliefs changed since you arrived in the U.S.? Do you like these changes?

A.

None	25/25
Good, positive	9/6
Firm belief in future	6/9
More self-confident	6/9
Little	6/7
Independent	-/7
Dress	-/6
More natural, open, assertive, sociable	-/5

B.

no	31/49
yes	10/8

44. How has your family adjusted to life in the U.S.?

Well/quickly/normally	35/44
So/so	8/-
Still have some problems	5/5
Not well	5/5
Still have many problems	-/4

45. Were there any things you wished you had taken greater advantage of in the Refugee Processing Center (RPC) (Bataan, Philippines or Phanat Nikhom, Thailand) in Southeast Asia?

55/42 attended more optional classes

37/35 studied harder

12/14 asked more questions

25/25 sought help with personal concerns

66/68 practiced speaking English more

____ other math 2/- persons
vocational training 1/1
CO 1/-

46. What were 2 things that you learned in the Refugee Processing Center that you found most helpful?

English as a Second Language	65/70
Cultural Orientation	37/28
Vocational Education	7/ 7
Work Orientation	6/ 4
Laws and Customs	4/ -
Patience	-/ 9
Study in general	-/ 4

47. What were 2 things that you were taught in the Refugee Processing Center that you found least helpful?

None	47/51
Vocational Education	4/ 8
Incomplete training	4/ 5

48. What would you recommend to be included in the Refugee Processing Center classes to better prepare Southeast Asian young adults for resettlement?

More English as a Second Language/conversation	39/35
More Cultural Orientation	19/25
More Vocational Education/practical skill training	4/11
More training time/classes	4/5
More American teachers	4/ -
Notebooks and pens	-/ 4

49. What advice would you give to other 17-22 year olds who are still in the Refugee Processing Center?

Learn English better	49/63
Study	38/35
Don't waste time	5/ -
Understand American customs and laws	4/10
Don't get involved with young delinquents	-/ 4
Be united and support each other	-/ 4

Young Adult Refugee Survey

Responses by Age Groups (f)

Summary

Very few differences surfaced among the three age groups of the young adult participants. As one would expect, the older participants varied more often from the survey norm than the younger ones.

More of the 21-22 age group
- supported themselves financially 57%
- believed that new arrivals should work and study simultaneously 53%
- contributed 70-100% of their earnings to the family 32%
- got a job soon after arrival 21%
- lived with friends 17%

Results

In the results which follow seventeen to twenty-two year old participants' responses are divided into three groups, each with its own N.

17-18 year olds: N=128
19-20 year olds: N=47
21-22 year olds: N=42

Thirty-two of the total 249 young adult questionnaires were rejected by the computer because those respondents were 16 or twenty-three years old.

Most responses are recorded in <u>percentages.</u> Responses are listed in the following order: 17-18/19-20/21-22. Exception: Answers cited under "other" yielded few written responses; therefore, those items are recorded by the number of persons who gave a particular response. In each case the word "person" is indicated.

1. How old are you?

<u>12</u>	17	<u>12</u>	20	<u>3</u>	23
<u>19</u>	18	<u>11</u>	21	<u>2</u>	24
<u>19</u>	19	<u>18</u>	22	<u>1</u>	25

2. How old were you when you arrived in the U.S.?

<u>31</u>	17	<u>11</u>	20
<u>20</u>	18	<u>11</u>	21
<u>10</u>	19	<u>6</u>	22

3. To which ethnic group do you belong?

30/45/48 Vietnamese

23/6/19 Lao

23/23/28 Khmer

23/23/5 Hmong

4. How many years of education did you have in Vietnam/Laos/Cambodia?

	17-18	/ 19-20	/ 21-22
0	- 18	/ 17	/ 5
1-5	- 36	/ 23	/ 36
6-8	- 13	/ 19	/ 12
9+	- 27	/ 34	/ 43

5. How many years did you work in Vietnam/Laos/Cambodia?

0 - 63/43/43
1 - 1/4/5
2 - 2/0/12
3 - 2/4/7

In what profession? Farmer - 4 / Family business - 4 / Laborer -15, Farmer-5

6. Are you _____?

60/51/57 male

40/49/43 female

7. When you arrived in the U.S., were you _____?

99/89/90 single

1/11/10 married

8. If you were married upon arrival in the U.S. did you have children? Did they accompany you?

9/15/8 no 1/0/6 no

2/11/13 yes 0/9/6 yes

9. Are you now _____?

95/89/86 single

5/11/12 married

10. Do you now have children?

80/73/66 no

5/16/12 yes

How many?

1 - 4/6/9
2 - 0/3/0
3 - 0/3/0
4 - 0/3/0

11. With whom do you live?

56/43/38 parents

32/28/31 brother/sister

12/6/17 uncle/aunt/cousins

2/11/12 spouse/children

7/13/17 friends

3/4/5 alone

____ other Sponsor 1/-/- person

12. Who/what are the primary sources of income in your family?

21/28/14 father

16/15/0 mother

15/17/7 brothers/sisters

5/4/10 uncle/aunt/cousins

2/7/7 spouse

24/30/57 self

48/35/29 public assistance

13. If you contribute to the family's income, what percentage?

42/46/35 less than 30%

23/32/18 30-70%

17/10/32 70-100%

14. When did you arrive in the U.S.? Month/year

Jan. - June '84 5/4/0
July- Dec. '84 7/2/6
Jan. - June '85 7/16/7
July - Dec. '85 20/24/6
Jan. - June '86 24/25/19
July - Dec. '86 23/12/23
Jan. - June '87 13/17/22

15. Do you live in the city where you originally resettled or have you moved?

82/87/76 originally resettled

17/13/24 secondary migrant

16. If you moved, why did you move?

5/4/2 family move

2/2/2 to join friends

8/2/10 to join family

2/2/2 to join large refugee community/larger group of own ethnic group

1/4/14 better employment opportunities

5/2/7 better education opportunities

2/4/2 better public assistance opportunities

5/0/0 better climate

17. Did you study in first asylum camps in Southeast Asia?

15/15/12 no

84/85/88 yes

If yes, what, and for how long?

72/75/79 ESL 3 - 6 mos.

37/34/40 CO 3 mos.

_____ other

17-18	19-20	21-22
Khmer 5	Khmer 4	Khmer 2 persons
math 3	tailoring 1	
typing 3	WO 1	
WO 2		
cooking 1		
Khmer 1		
Lao 1		

18. Did you come to the U.S. from a Southeast Asian processing center?

91/89/95 Yes

9/9/2 No

If yes, which one?

48/44/61 PRPC, Bataan, Philippines

41/40/27 Phanat Nikhom, Thailand

6/11/5 Galang, Indonesia

If no, did you come through

5/5/9 ODP

____ other Hong Kong 1/-/- person
Malaysia -/-/1

19. In the processing center, did you study in the _____?

28/15/7 PASS program

79/79/83 adult ESL/CO (English as a Second Language/Cultural Orientation) program

22/23/24 WO/PET (Work Orientation/Pre-Employment Training) program

_____ other mechanic -/-/1 person

Note: It appears that PASS students were unclear about the different ESL/CO programs.

20. What did you do when you first arrived in the U.S. (in months 1-6)?

68/41/-	attended high school
_____	attended community/junior college
12/18/36	attended ESL classes (where? ---_____)
_____	attended vocational training
_____	studied for a GED
-/8/21	worked
_____	worked and studied
_____	looked for job, but didn't find one
_____	did not work or go to school
_____	other cared for my children -/2/- persons

21. During your first 6 months in the U.S., what factors most influenced you in the decision to:

work?		study?	
4/6/7	family encouragement	43/47/8	family encouragement
7/26/33	financial situation	8/4/11	financial situation
4/2/10	sponsor's advice	25/20/14	sponsor's advice
2/0/3	years of previous education	21/6/12	years of previous education
8/13/19	age	42/24/14	age
6/9/2	goals and ambitions	38/38/17	goals and ambitions
2/4/10	ineligibility for public assistance	10/16/11	eligibility for public assistance
3/9/5	didn't know about education opportunities	7/7/11	didn't know about employment opportunities
2/2/5	not interested in school	16/20/22	could not get a good job without better education
____	other no babysitter -/2/-	_____	other needed more ESL 1/1/1 persons no babysitter -/1/- support family in Vietnam 1/-/- too old -/-/1

22. What did you do in months 7-18 after your arrival in the U.S.?

56/25/- attended high school

_____ attended community/junior college

4/16/5 attended ESL classes (where? --- _____)

_____ attended vocational training

_____ studied for a GED

-/4/26 worked

_____ worked and studied

_____ looked for job, but didn't find one

_____ did not work or go to school

_____ other cared for my children -/-/1 person

23. During months 7-18 after arrival in the U.S., what factors most influenced you in the decision to:

	work?		study?
3/9/5	family encouragement	35/30/8	family encouragement
17/21/36	financial situation	8/2/10	financial situation
4/2/3	sponsor's advice	21/7/10	sponsor's advice
1/0/3	years of previous education	8/0/0	years of previous education
6/17/21	age	34/23/5	age
9/13/10	goals and ambitions	35/28/20	goals and ambitions
3/11/13	ineligibility for public assistance	6/11/10	eligibility for public assistance
1/9/5	didn't know about education opportunities	5/5/3	didn't know about employment opportunities
1/0/5	not interested in school	16/27/15	could not get a good job without better education
_____	other ___	_____	other needed more ESL 3/-/- persons cared for my childre 1/1/- too old 1/-/1

24. What did you do in months 19-24 after your arrival in the U.S.?

24/15/2 attended high school

2/4/0 attended community/junior college

0/6/7 attended ESL classes (where?---_____)

2/0/0 attended vocational training

2/0/2 studied for a GED

1/4/2 attended a 4-year university/college

/4/2 worked

9/6/5 worked and studied

0/4/2 looked for job, but didn't find one

0/2/0 did not work or go to school

____ other cared for my children -/1/1/ persons

25. During months 19-24 after your arrival in the U.S., what factors most influenced you in the decision to:

	work?		study?
5/4/0	family encouragement	20/21/0	family encouragement
15/20/10	financial situation	5/2/0	financial situation
3/2/2	sponsor's advice	8/0/2	sponsor's advice
1/0/2	years of previous education	8/5/2	years of previous education
6/16/7	age	18/16/5	age
8/2/0	goals and ambitions	28/14/2	goals and ambitions
3/11/0	ineligibility for public assistance	3/0/0	eligibility for public assistance
2/2/2	didn't know about education/ opportunities	2/7/0	didn't know about employment opportunities
1/4/2	not interested in school	8/14/7	could not get a good job without better education
_____	other WO -/-/1 person needed money to send to Vietnam -/-/1	_____	other needed more ESL 1/1/1

26. If you studied, how were you financially supported?

17/31/20 self/part-or full-time work

24/16/3 family

14/18/15 grants/loans

9/9/8 scholarships

48/38/28 public assistance

_____ other ---_____

27. When you first arrived, who helped you the most in finding out about school and other community resources?

65/52/50 sponsor

40/48/40 voluntary agency

20/17/33 MAA

49/39/40 family

31/22/43 friends

13/22/10 peers

_____ other church 1/2/2/ persons
Vietnamese community -/1/-
Vietnam Veterans 1/-/-/

28. What kinds of responsibilities do you have at home?

25/19/5 babysitting

7/15/10 taking care of own children

33/47/30 shopping

52/64/55 cooking

68/62/40 cleaning

9/15/10 sewing

16/11/5 interpreting

18/17/8 acting on behalf of the family

_____ other tutor 1/-/-, translate 1/-/-, chauffeur 1/-/-
take care of family papers 1/-/-, take care of family money -/1/- persons

29. Have home responsibilities conflicted with your school/work?

85/85/66 no

12/9/17 yes How? Not enough time to study 6%
Child care 4%

30. Have home responsibilities conflicted with your job?

64/69/68 no

6/9/5 yes How? Child care 2%

31. What were the biggest problems for you at school or work in your first 6 months in the U.S.?

	at school:		at work:
86/72/56	learning/speaking English	13/28/43	learning/speaking English
50/43/24	not understanding rules and regulations	16/28/21	not understanding rules and regulations
24/23/15	interacting with teachers	5/17/19	interacting with employers
19/19/10	interacting with peers	3/15/21	interacting with co-workers
20/21/7	being/looking different	5/6/17	being/looking different
25/21/22	feeling overwhelmed by new demands	4/6/19	feeling overwhelmed by new demands
41/35/27	culture shock	6/19/33	culture shock
19/13/15	making friends	5/4/17	making friends
6/0/2	keeping regular attendance due to family demands	1/0/3	keeping regular attendance due to family demands
3/4/0	responsibilities at home	2/6/2	responsibilities at home
____	other money 1/1/- persons	____	other dealing with ethnic groups 1/-/- no job experience 1/-/- person

32. What were some of the problems that happened later (months 7-18)?

	at school:		at work:
63/56/28	learning/speaking English	12/23/38	learning/speaking English
29/20/18	not understanding rules and regulations	10/11/25	not understanding rules and regulations
20/11/10	interacting with teachers	7/9/13	interacting with employers

13/7/8	interacting with peers	8/2/18	interacting with co-workers
17/4/5	being/looking different	6/0/13	being/looking different
13/18/18	feeling overwhelmed by new demands	2/9/15	feeling overwhelmed by new demands
31/22/13	culture shock	6/11/20	culture shock
12/18/8	making friends	6/13/13	making friends
5/2/3	keeping regular attendance due to family demands	2/2/3	keeping regular attendance due to family demands
5/4/3	responsibilities at home	2/6/0	responsibilities at home
____	other money 2/-/- persons	____	other no job mobility 1/-/-

33. What were some of your misconceptions about work/study in the U.S.?

None - 55/57/62
Thought simultaneous work and study would be easier -/9/-
Thought school would be as easy as Refugee Processing Center -/4/-
Thought it would be easy to find a job -/4/-

34. What do you want to do in the next 5 years?

Work	19/30/24
Continue education/college	26/17/17
Complete high school	14/-/5
Work and study	6/11/7
Get a better paying job	3/4/12
Learn a profession	-/4/5
Become a seamstress	-/-/5
Study English	-/4/-
Learn Electronics	4/-/-
Become a white collar worker	-/4/-
Work and get married	3/-/-

35. What do you now believe is the best choice (school/work) for someone who arrives in the U.S. at the same age you did?

52/35/5 high school

6/2/18 other educational institution

2/7/13 work

33/43/53 work and study

_____ other Vocational training 1/1/- persons

36. With whom do you most frequently interact?

81/78/79 members of own ethnic group

9/15/5 other Southeast Asians

1/0/2 members of other immigrant groups

3/0/2 Whites

2/0/0 Blacks

_____ Hispanics

2/2/7 nobody/I stay home

____ other ---_____

37. What cultural misunderstandings have you had?

None - 44/30/52
Dealing with strangers -/-/ 5
Society is permissive -/-/ 5
Social adjustments - 9/11/10

38. What do you and your friends do in your leisure time?

52/41/27	sports	33/22/17	music	53/47/43	friends' houses
18/9/7	school activities	25/13/5	movies	48/43/56	stay home
7/7/5	MAA/cultural activities	21/24/17	parties	8/11/22	other library 1/-/- person sightseeing -/-/1 nothing-I have money worries -/1/-
17/7/0	practice language and dances of my culture	25/22/22	malls		
20/26/17	temple/church activities	69/59/61	watch T.V.		

39. What other activities would you like to participate in? Why don't you?

A.

None	17/41/24
Religious activities	7/5/7
Cultural activities that preserve ethnic identity	-/8/5
Community activities	6/-/5

B.

No time/money	8/26/17
I need to study	4/-/-
Don't know English well/shy	-3/-/-
Don't understand these activities	-/-/3
I'd rather stay home.	-/-/3

40. What is the best thing that happened to you in the U.S.?

Education opportunities	34/17/19
Freedom	17/11/29
American hospitality friendship, and help	4/11/-
Earning money by working	-/6/5
Opportunities to get ahead	-/-/5
American culture	-/-
Feel comfortable	-/4/-
Good "material" life	4/-/-
Learned English better than at Refugee Processing Center	-/4/-
Meeting with friends	-/4/-

41. What is the worst thing that happened to you in the U.S.?

Nothing	38/40/50
Language difficulty	5/9/7
Fear of crime/crime	5/15/-
Homesickness	5/-/5
Economics	3/-/5
Dealing with foreigners (Hispanics, Blacks)	3/-/-

42. When you have a problem, where do you go for help?

52/56/55	family	20/22/19	MAA	24/18/2	counselor
42/49/40	friends	2/0/10	monk/priest	6/2/10	other
43/42/26	sponsor	24/18/17	teacher	7/2/7	don't go to anyone

43. In what ways have your behavior, attitudes and beliefs changed since you arrived in the U.S.? Do you like these changes?

A.

None	24/28/29
More self-confident	6/15/4
Firm belief in future	6/13/10
Good, positive	9/8/12
Little	7/2/7
More natural, open, assertive, sociable	5/-/-
Independent	5/2/5
Alone and unhappy	-/-/5
Dress	4/-/-

B.

no	4/13/28
yes	38/21/32

44. How has your family adjusted to life in the U.S.?

Well/quickly/normally	39/39/35
Still have some problems	5/9/5
Still have many problems	-/-/8
Took 4-5 months to settle in/slowly	-/-/8
So-so	7/5/5
Not well	7/-/5

45. Were there any things you wished you had taken greater advantage of in the Refugee Processing Center (RPC) (Bataan, Philippines or Phanat Nikhom, Thailand) in Southeast Asia?

52/50/36 attended more optional classes

42/35/26 studied harder

13/15/5 asked more questions

28/22/19 sought help with personal concerns

62/63/79 practiced speaking English more

_____ other Vocational training 1/-/- person
CO 1/-/-

46. What were 2 things that you learned in the Refugee Processing Center that you found most helpful?

English as a Second Language	68/66/81
Cultural Orientation	33/36/33
Vocational Education	9/11/2
Work Orientation	4/-/10
Patience	5/4/2
Study in general	4/-/-
Laws and customs	3/-/-

47. What were 2 things that you were taught in the Refugee Processing Center that you found least helpful?

None	47/47/60
Vocational Education	5/6/7
Inadequate/incomplete training	4/4/5
Tailoring	-/-/5
English as a Second Language taught by Filipinos/Laotians	3/-/-

48. What would you recommend to be included in the Refugee Processing Center classes to better prepare Southeast Asian young adults for resettlement?

More English as a Second Language/conversation	40/40/36
More Cultural Orientation	27/23/17
More Vocational Education/practical skill training	5/13/19
More training time/more training classes	7/4/5
More American teachers	4/-/-
More education for young people	4/-/-
Earlier departure for U.S.	3/-/-

49. What advice would you give to other 17-22 year olds who are still in the Refugee Processing Center?

Learn English better	38/51/55
Study	36/23/21
Learn vocational skills	6/13/19
Understand American customs and laws	4/2/10
Learn American pronunciation	-/6/5
Don't waste time	5/4/2
Study native language literacy	-/9/-
Be prepared for work	-/-/7
Be patient/Don't get discouraged about life at the Refugee Processing Center	-/4/-
Don't get involved with young delinquents	3/-/-

APPENDIX ONE

FIELD ASSISTANTS	SITES*	TARGET GROUPS
Kay Stark and Suranto	Connecticut	Vietnamese
Nancy Iris	Washington,D.C.	Cambodian, Lao, Vietnamese
Lamar and Linda Campbell	North Carolina	Hmong
Jeff Dufresne	Minnesota	Cambodian, Lao, Hmong
Jim Duffy	Wisconsin	Hmong
Lily Dam	Texas	Vietnamese
Kathy Stark	Iowa	Lao, Vietnamese
Steve Epstein	San Diego, CA	Cambodian, Hmong, Lao, Vietnamese
Tony Vang	Fresno, CA	Hmong
Debbie Reck	Washington	Cambodian
Tou Meksavanh	Oregon	Cambodian, Lao, Vietnamese

* Utah has been deleted because that region was unable to complete the survey process.

APPENDIX TWO

SURVEY ON YOUNG ADULT REFUGEES AGES 17-22

QUESTIONNAIRE FOR STATE REFUGEE COORDINATORS

Thank you for participating in this survey about 17-22 year-old Southeast Asian refugees. The purpose of this survey is to collect information about the resettlement decisions and experiences of young adult refugees in order to provide the most relevant pre-entry training possible. This questionnaire has been sent to ORR offices in ten cities across the United States.

A member of the Center for Applied Linguistics staff will be calling you for your responses to the questions listed below. You may want to discuss these questions with your colleagues before the interview.

1. Name of state _____
2. Name _____
3. Position _____
4. Address _____

   _____
5. Telephone number _____

6. At what age is a refugee in your state no longer eligible for public assistance? _____
   as a family member _____
   as an independent applicant _____
7. Are there any extenuating circumstances under which a refugee can continue to be eligible for public assistance after the cut-off age, for example, if he/she is a full-time high school student?
8. Do the 17-22 year old refugees in your state tend to go to school or to work?
9. What percentage of refugees in this age group play a significant role in the financial support of their families?
10. What special resettlement needs or problems do 17 - 22 year old refugees experience?
11. What would you suggest as the 5 most critical teaching points for this age group in the pre-entry Overseas Refugee Training Program?

Survey on Young Adults Refugees Ages 17-22

Questionnaire for Voluntary Agencies and Mutual Assistance Associations

Thank you for volunteering to participate in this survey about Southeast Asian refugees who have recently arrived in the U.S. The purpose of the survey is to collect information about the resettlement decisions and experiences of young adult refugees in order to provide the most relevant pre-entry training possible. This questionnaire has been sent to volag and MAA leaders in ten cities across the United States.

You may want to use this questionnaire to make your own notes as you prepare for your interview with a member of our field staff. As you will notice, the responses to the questions are not meant to be all-inclusive. Please add your own responses if the ones provided are not appropriate or sufficient, and check all choices which apply unless otherwise indicated. Since the patterns and trends in refugee resettlement do change over time, information based on your experiences with male and female students in this age group (17 - 22 years old upon arrival) within the last three years will be the most useful to program planners.

General Information

Your name _____

Agency _____ Your Position _____

Agency's Target Populations:

_____ Hmong	approximately _____%
_____ Khmer	approximately _____%
_____ Lao	approximately _____%
_____ Vietnamese	approximately _____%
_____ Other	approximately _____%

1. Approximately what percentage of your Southeast Asian clientele is between the ages of 17 and 22? _____ %

2. Approximately what percentage of your Southeast Asian clientele of this age group is male? _____ % female? _____%

3. Approximately what percentage of this group finished:

   3 years of formal schooling in their native country? _____ %

   6 years of formal schooling in their native country? _____ %

   9 years of formal schooling in their native country? _____ %

   12 years of formal schooling in their native country? _____ %

4. Approximately what percentage of these young adults:

live with parents or parent substitutes _____ %

live with a spouse _____%

live with siblings _____ %

live with friends _____ %

live alone _____ %

other _____

_____

Early Months

5. Please rank the items on the following list for your male Southeast Asian clients 17-19 and 20-22 years old; and again for the female clients in these groups. Use 1 for the item chosen most frequently, 8 for the item chosen least often.

	M 17-19	M 20-22	F 17-19	F 20-22
work and attend school	_____	_____	_____	_____
work full-time	_____	_____	_____	_____
work part-time	_____	_____	_____	_____
attend adult ESL education classes	_____	_____	_____	_____
attend high school	_____	_____	_____	_____
attend community/jr. college	_____	_____	_____	_____
attend a job/vocational training program	_____	_____	_____	_____
neither work nor attend school	_____	_____	_____	_____
other _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

6. From the list below choose the five most serious problems for this group during their first 6 months in the U.S. Rank them using 1 as the most serious; 5 as the least serious of the five.

_____ inadequate English

_____ culture shock

_____ adjusting to new family roles

_____ deciding between school and work

_____ performing at school/work

_____ balancing school and work

_____ finding housing

_____ finding a job

_____ feeling lonely

_____ feeling overwhelmed by new demands

_____ keeping regular attendance (at school and/or work) because of family demands

_____ health

_____ other _____

_____

7. List the kinds of help this age group <u>needs</u> or requests from your agency during their first 6 months in the U.S.

after 1 year:

after 2 years:

8. How do most of these young adults perceive their parents?

As a:	first 6 months	after 1 year	after 2 years
source of strong support	_____	_____	_____
well-prepared for resettlement	_____	_____	_____
ill-prepared for resettlement	_____	_____	_____
source of confusion/frustration	_____	_____	_____
dependent	_____	_____	_____
making too many demands on their time	_____	_____	_____
source of embarrassment	_____	_____	_____

other _____

_____

Comments:

9. What roles do these young adults assume in the family after arrival in the U.S.?

Males	Females
_____ interpreter	_____ interpreter
_____ the one who learns about the community and explains to other family members	_____ the one who learns about the community and explains to other family members
_____ wage earner	_____ wage earner
_____ role reversal with parent(s)	_____ role reversal with parent(s)
_____ one who acts on behalf of the family.	_____ one who acts on behalf of the family.
_____ participant in decision-making	_____ participant in decision-making
_____ other _____	_____ other _____
_____	_____

10. How do parents influence these young adults' early decision to work or study?

	frequently the case	not common
mandate that they work	_____	_____
give a confused message by praising education, but expressing a need for more income	_____	_____
encourage them to study so they might get a higher paying job later	_____	_____
pressure them to do both	_____	_____
other _____	_____	_____
_____	_____	_____

Education

11. Do these young adults understand the following advantages of attending school?

	Yes	No
learning English quickly	___	___
learning more about American culture	___	___
interacting with peer group	___	___
the value of a diploma/certificate	___	___
the increased possibility of more satisfying employment	___	___
acquiring technical/transferrable skills	___	___
other _____	___	___
_____	___	___

12. What factors influence these young adults' decisions to work or study?

	Work		Study	
	Strongly	Somewhat	Strongly	Somewhat
family encouragement	_____	_____	_____	_____
previous years of schooling	_____	_____	_____	_____
financial situation	_____	_____	_____	_____
sponsor's advice	_____	_____	_____	_____
goals and ambitions	_____	_____	_____	_____
ineligibility for public assistance	_____	_____	_____	_____
age indicated on personal records	_____	_____	_____	_____
married/single	_____	_____	_____	_____
lack of information about educational/employment opportunities	_____	_____	_____	_____
other	_____	_____	_____	_____

Comments:

13. Which factors influence these young adults' decision to go to high school rather than adult education or vocational training?

	Strongly	Somewhat
family encouragement	_____	_____
previous years of schooling	_____	_____
financial situation	_____	_____
sponsor's advice	_____	_____
goals and ambitions	_____	_____
ineligibility for public assistance	_____	_____
age indicated on personal records	_____	_____
married/single	_____	_____

lack of information about education/ employment opportunities _____ _____

other _____ _____ _____

_____ _____ _____

Comments:

14. What are the most serious problems these young adults have in secondary schools during their first six months of enrollment? Please rank the 5 most serious.

_____ learning English

_____ culture shock

_____ making friends

_____ handling the coursework

_____ feeling overwhelmed by new demands

_____ keeping regular attendance due to family demands

_____ keeping regular attendance due to job demands

_____ other_____

_____

15. What are the most serious problems these young adults have in secondary schools 7-18 months after enrollment? Please rank the 5 most serious.

_____ learning English

_____ culture shock

_____ making friends

_____ handling the coursework

_____ feeling overwhelmed by new demands

_____ keeping regular attendance due to family demands

_____ keeping regular attendance due to job demands

_____ other _____

_____

16. What are the most serious problems these young adults have in adult education community/junior college, or vocational/job training during the first six months after enrollment? Please rank the 5 most serious. (Use 1 for the most serious).

_____ learning English

_____ culture shock

_____ making friends

_____ handling the coursework

_____ feeling overwhelmed by new demands

_____ keeping regular attendance due to family demands

_____ keeping regular attendance cue to job demands

_____ other _____

_____

17. What are the most serious problems these young adults have in adult education/ community/junior college, or vocational/job training 7-18 months after enrollment? Please rank the 5 most serious. (Use 1 for the most serious).

_____ learning English

_____ culture shock

_____ making friends

_____ handling the coursework

_____ feeling overwhelmed by new demands

_____ keeping regular attendance due to family demands

_____ keeping regular attendance due to job demands

_____ other _____

_____

18. Why do members of this group choose to leave school? Please rank the 5 most important reasons.

_____ completion of the program

_____ finances

_____ lack of parental support

_____ lack of previous academic preparation

_____ lack of friends and/or peer support

_____ feeling discouraged with progress toward graduation

_____ failed courses

_____ find another program which better suits their needs

_____ find a job

_____ age restrictions

_____ marriage/pregnancy

_____ child care

_____ move

_____ other _____

_____

Employment

19. What are the <u>first</u> jobs these young adults find in your locality:

	<u>Males</u>	<u>Females</u>
within 6 months of arrival?		
after 1 year?		
after 2 years?		

20. What are the most serious problems these young adults have at the workplace? Please rank the 3 most serious.

_____ lack English skills

_____ lack skills to do the job

_____ lack social skills to relate to employer/employees

_____ understanding rules, regulations, and instructions

_____ too many demands on their time

_____ health problems

_____ other _____

_____

21. What are the young adults greatest strengths on the job?

_____ eager to learn

_____ able to learn quickly

_____ adaptable

_____ diligent

_____ other _____

_____

22. What are the most common reasons these young adults leave their jobs?

_____ to study

_____ to learn another skill

_____ to get a better job

_____ lose face with employer or co-workers

_____ other _____

_____

Overview

23. Note that we are considering the 17 - 22 age range as a group. In your opinion, is this appropriate, or should the ages be grouped differently, e.g., 17 - 19, 18 - 21, 20 - 25? Why?

24. Do these young adults believe:

	Prior to arrival?	After arrival?
that most Americans are helpful	_____	_____
that most Americans care about refugees	_____	_____
that their English is adequate for success in school/work	_____	_____
that $3.35/hour is enough to get along on	_____	_____
that they can immediately get a good job	_____	_____
other _____	_____	_____
_____	_____	_____

25. When do your young adult clients begin to interact with:

	Within first 6 months	Between 7-18 months	Never
earlier arrivals from their country	_____	_____	_____
other Southeast Asian groups	_____	_____	_____
other immigrant groups	_____	_____	_____
Blacks	_____	_____	_____
Hispanics	_____	_____	_____
Whites	_____	_____	_____
others	_____	_____	_____

26. What is the easiest adjustment for young adults?

27. What is the most common cross-cultural problem?

28. What patterns do you see among those young adults who don't succeed in the first 2 years?

_____ try to start again with more schooling or training

_____ stay in a job with little chance of advancement

_____ in and out of jobs frequently

_____ begin to exhibit deviant behavior (run away, steal, become violent)

_____ drug/alcohol abuse, gambling

_____ depression

_____ other _____

_____

Comments:

29. Approximately what percentage of your 17 - 22 year old clients have problems with the law?

_____ traffic tickets, licenses, etc.

_____ gambling

_____ stealing

_____ assault

_____ wife/child abuse

_____ drugs/alcohol

_____ gang activity

_____ other _____

_____

Comments:

30. What differences do you see in the behavior of males and females of this age group? Please check the group which tends more often to exhibit the behavior.

	Males	Females
eager to study	_____	_____
eager to work	_____	_____
mix more easily with people outside of their ethnic group	_____	_____
eager to date	_____	_____
eager to marry	_____	_____
other_____	_____	_____
_____	_____	_____

Comments:

31. What are the common concerns of married men in this age group? Please rank the 3 most important?

	Common	Not common
difficult to meet traditional responsibilities	_____	_____
difficult to adjust to responsibilities of being a husband in the U.S.	_____	_____

wife wants to work/study _____ _____

wife doesn't want to work/study _____ _____

wife is overextended and husband/family must help with household chores _____ _____

wife is overextended and husband/family won't help with household chores _____ _____

other_____ _____ _____

_____ _____ _____

Comments:

32. What are the common concerns of married women in this age group? Please rank the 3 most important.

	Common	Not Common
must stay home	_____	_____
want to attend school	_____	_____
do not want to attend school	_____	_____
do attend school	_____	_____
use child care	_____	_____
need child care	_____	_____
are able to handle responsibilities at home and job/school	_____	_____
are unable to handle responsibilities at home and job/school	_____	_____
if wife works, family helps with domestic chores	_____	_____
if wife works, family does not help with domestic chores	_____	_____
other _____	_____	_____
_____	_____	_____

Comments:

33. Are there any common needs of secondary migrants as a separate group within this age span? If so, please describe.

34. What suggestions would you like to make to the Overseas Refugee Training Program in Southeast Asia about this age group?

Additional comments:

SURVEY ON YOUNG ADULT REFUGEES, AGES 17-22

QUESTIONNAIRE FOR ADULT EDUCATION, COMMUNITY/JUNIOR COLLEGE, AND VOCATIONAL TRAINING EDUCATORS

Thank you for participating in this survey about 17-22 year-old Southeast Asian refugees who have recently arrived in the U.S. The purpose of the survey is to collect information about the resettlement decisions and experiences of young adult refugees in order to provide the most relevant pre-entry training possible. This questionnaire has been sent to educators in secondary schools, adult education programs, and community colleges in ten cities across the United States.

You may want to use this questionnaire to make your own notes as you prepare for your interview with a member of our field staff. As you will notice, the responses to the questions are not meant to be all- inclusive. Please add your own responses if the ones provided are not appropriate or sufficient. Since the patterns and trends in refugee resettlement do change over time, information based on your experiences with male and female students in this age group within the last three years will be the most useful to program planners.

SURVEY QUESTIONS

1. Name _____ Telephone number _____

2. Which of the following describes your institution?

___ community/junior college?
___ adult education center
___ JTPA/Summer Youth Program
___ vocational training program
___ other _____
_____

3. What is the name of your institution , city, and state?

_____ _____ _____

4. What is your position?

___ administrator
___ student Advisor/Counselor
___ instructor (subject _____)
___ department head
___ ESL Coordinator
___ other _____
_____

5. What percent of your students are Southeast Asian refugees between the ages of 17 and 22?

___ approximately 70% or more
___ approximately 40-70%
___ approximately 20-40%
___ less than 20 %

6. Please indicate the ethnic groups represented in your 17-22 year-old student population and their approximate proportions.

___Cambodian	Approximately ____%
___Hmong	Approximately ____%
___Lao	Approximately ____%
___Vietnamese	Approximately ____%

7. In your opinion, can these ages be grouped together in a special pre-entry program for 17-22 year-olds in the overseas processing centers or are the needs of the younger students within this age range too different from those of the older students?

yes ___
no ___ If no, how would you group these students (e.g., 16-19; 18-21; 20 25)? Why?

8. What percent of this age group who enroll in your institution are in their first year of resettlement?

___ approximately 70 % or more
___ approximately 40-70 %
___ approximately 20-40%
___ less than 20%

9. In your experience, how long after arrival do students most frequently enroll in your institution?

___ immediately
___ within the first year
___ within the second year
___ within the third year
___ no pattern
___ other _____
_____

10. Refugees from which age groups most frequently enroll in your institution ?

____17 yrs ____ 18 yrs ___ 19 yrs ___ 20 yrs ___ 21 yrs ___ 22 yrs

11. In your experience, what factors influence these groups' decision to enroll in your institution?

___ adequate previous education
___ little previous education
___ financial situtation
___ sponsor's advice
___ can work and study at same time
___ opportunities provided at institution
___ family encouragement
___ high school not an option
___ other _____
_____

12. What do refugees in this age usually expect when they enroll in your institution?

___ that it will help them learn English
___ that they will learn a marketable skill
___ that they will be assured of a job
___ that they will be able to earn a college degree/certificate
___ that they will make friends
___ other _____
_____

13. What percent of these students are able to complete the requirements for graduation/certification?

___ approximately 70 % or more
___ approximately 40-70%
___ approximately 20-40%
___ less than 20 %

14. What other options are available to refugee students in this age group in your geographical area?

___ high school
___ entry level job
___ adult education
___ GED
___ vocational training
___ community/junior college
___ JTPA (Job Training Partnership Act)
___ other _____
_____

15. What proportion of these young adults work while studying at your institution?

Work Full-time	Work Part-time
___ approximately 70% or more	___ approximately 70% or more
___ approximately 40-70%	___ approximately 40-70 %
___ approximately 20-40%	___ approximately 20-40%
___ less than 20 %	___ less than 20%

16. In what kinds of classes do refugee students in this age group generally enroll? Please rank the 3 that are most often selected.

___ as much ESL as possible
___ math/science classes
___ vocational training classes
___ technical degree program
___ regular academic load
___ computers
___ other _____
_____

17. Do students in this age group generally take advantage of counseling services?

___ yes If so, what kinds?
___ career planning
___ course planning
___ mental health
___ health
___ other _____
_____

___ no Why not?
___ lack of knowledge that help exists
___ lack of knowledge of how to access system.
___ prefer informal peer/ethnic advisors
___ other _____
_____

18. In your experience, what is the average length of time that refugee students in this age group study in your institution?

___ less than 1 year
___ one year only
___ 1-2 years
___ as long as the state laws permit
____ until they graduate/finish the program
____ other _____
_____

19. What are the most serious problems for this group during their first six months of enrollment? Please rank the 5 most serious. (use 1 for the most serious).

___ lack of English
___ lack of previous education/high school diploma or GED
___ handling the academic coursework
___ feeling overwhelmed by new demands
___ culture shock
___ making friends
___ keeping regular attendance due to family demands
___ job demands
___ responsibilities at home
___ other _____
_____

20. What are the most serious problems for this group between 7 and 18 months of enrollment? Please rank the 5 most serious. (use 1 for the most serious).

___ learning English
___ lack of previous education/high school diploma or GED
___ handling the academic coursework
___ feeling overwhelmed by new demands
___ culture shock
___ making friends
___ keeping regular attendance due to family demands
___ job demands
___ responsibilities at home
___ other _____
_____

21. With whom do these students usually interact?

	Within first 6 mo.	Between 7-18 mo.
members of own ethnic group	_____	_____
other Indochinese groups	_____	_____
members of other immigrant groups	_____	_____
Whites	_____	_____
Blacks	_____	_____
Hispanics	_____	_____
other _____		
_____		

22. What are some of the general reasons why these students leave your institution?

___ have completed program
___ enroll in other program
___ have gained necessary skills
___ have achieved own goals
___ employment
___ marriage/pregnancy
___ child care responsibilities
___ age restrictions
___ moved
___ lack of parental support
___ lack of friend/peer support
___ lack of academic preparation
___ feeling discouraged with own progress
___ legal problems
___ failed courses
___ financial reasons
___ welfare restrictions
___ other _____
_____

23. Approximately what percent of this group attending your institution have problems with the law in the following areas?

	over 70%	40-70%	20-40%	less than 20%	few or no cases
traffic tickets, licenses, etc	_____	_____	_____	_____	_____
gambling	_____	_____	_____	_____	_____
stealing	_____	_____	_____	_____	_____
assault	_____	_____	_____	_____	_____
drugs/alcohol	_____	_____	_____	_____	_____
gang activity	_____	_____	_____	_____	_____
wife/child abuse	_____	_____	_____	_____	_____

other _____

_____

24. In which areas are there significant differences between males and females of this group?

___ educational level/preparation
___ family/home responsibilities
___ educational goals
___ need for early employment
___ family encouragement
___ family discouragement
___ child care responsibilities
___ spouse expectations
___ financial demands
___ none
___ problems with the law (see item 23)
___ other _____

_____

25. In which areas are there significant differences between married and unmarried members of this group?

___ educational level/preparation
___ family/home responsibilities
___ educational goals
___ need for early employment
___ family encouragement
___ family discouragement
___ child care responsibilites
___ spouse expectations
___ financial demands
___ other _____

_____

___ none

26. Please list the five main skills that young adult refugees need to be prepared for U.S. junior and senior high school.

27. List five topics which young adult refugees should know about.

28. List three attitudes that need to change, or misconceptions that need to be addressed.

29. Please add any suggestions you would like to make to the Overseas Refugee Training Program.

SURVEY ON YOUNG ADULT REFUGEES, AGES 17-22

QUESTIONNAIRE FOR HIGH SCHOOL EDUCATORS

Thank you for participating in this survey about 17-22 year-old Southeast Asian refugees who have recently arrived in the U.S. The purpose of the survey is to collect information about the resettlement decisions and experiences of young adult refugees in order to provide the most relevant pre-entry training possible. This questionnaire has been sent to educators in secondary schools, adult education programs, and junior colleges in ten cities across the United States.

You may want to use this questionnaire to make your own notes as you prepare for your interview with a member of our field staff. As you will notice, the responses to the questions are not meant to be all- inclusive. Please add your own responses if the ones provided are not appropriate or sufficient. Since the patterns and trends in refugee resettlement do change over time, information based on your experiences with male and female students in this age group within the last three years will be the most useful to program planners.

SURVEY QUESTIONS

1. Name _____ Telephone number _____

2. What is your position?

___ school principal
___ vice principal
___ counselor
___ ESL or bilingual coordinator
___ teacher (subject _____)
___ other _____

3. What is the name of your school district, city, and state?

_____ _____ _____

4. What percent of your students are Southeast Asian refugees between the ages of 17 and 22?

___ approximately 70% or more
___ approximately 40-70%
___ approximately 20-40%
___ less than 20 %

5. Please indicate the ethnic groups represented in your 17-22 year-old general student population and their approximate proportions.

___Cambodian approximately ____%
___Hmong approximately ____%
___Lao approximately ____%
___Vietnamese approximately ____%

6. In your state, until what age can a student legally remain in high school?

___ 18 yrs ___ 19 yrs ___ 20 yrs ___ 21 yrs ___ 22 yrs

Please describe any special regulations that apply to entering refugee students.

7. In your opinion, can these ages be grouped together in a special program for 17-22 year-olds in the camps or are the needs of the younger students too different from those of the older students?

yes ___
no ___ If no, how would you group these students? Why?

8. What percent of this age group enroll in high school during their first year of resettlement?

___ approximately 70 % or more
___ approximately 40-70 %
___ approximately 20-40%
___ less than 20%

9. Refugees from which age groups most frequently enroll in schools in your district?

___ 17 yrs ___ 18 yrs ___ 19 yrs ___ 20 yrs ___ 21yrs ___ 22 yrs

10. In your experience, how long after arrival do students most frequently enroll in your district?

___ within the first month
___ within the first 3 months
___ within the first 6 months
___ within the first year
___ no pattern
___ other _____
_____

11. In your experience, what factors influence this group's decision to enroll in high school?

___ family support
___ other siblings at school
___ high previous education
___ financial stability in family
___ the school's policy
___ sponsor's advice
___ student's own motivation
___ other _____
_____

12. What do refugees in this age group usually expect when they enroll in high school?

___ that they will learn English
___ that they will learn a marketable skill
___ that they will be able to graduate and get a "good" job
___ that they will be able to graduate and go on to college
___ that high school provides a good transition experience
___ that they will make friends
___ other _____
_____

13. In what kinds of classes are most refugee students in this age group initially placed?

___ as much ESL as possible
___ bilingual classes
___ as many electives as possible
___ math classes
___ regular academic load
___ vocational training classes (please describe)
_____
___ other _____
_____

14. In your experience, what is the average length of time that refugee students in this age group remain in high school?

___ one year only
___ 1-2 years
___ as long as the state laws permit
___ until they graduate
___ other _____
_____

15. What are the most serious problems for this group during their first six months in school? Please rank the 3 most serious. (use 1 for the most serious)

___ lack of English
___ making friends
___ handling the academic coursework
___ feeling overwhelmed by new demands
___ culture shock
___ keeping regular attendance due to family demands
___ keeping regular attendance due to job demands
___ responsibilities at home
___ other _____
_____

16. What are the most serious problems for this group between 7 and 18 months in school?

___ lack of English
___ lack of previous education/high school diploma or GED
___ handling the academic coursework
___ feeling overwhelmed by new demands
___ culture shock
___ making friends
___ keeping regular attendance due to family demands
___ job demands
___ responsibilities at home
___ other _____
_____

17. With whom do these students usually interact?

	Within first 6 mo.	Between 7-18 mo.
members of own ethnic group	_____	_____
other Indochinese groups	_____	_____
members of other immigrant groups	_____	_____
Whites	_____	_____
Blacks	_____	_____
Hispanics	_____	_____
other _____		
_____		

18. What percent of these students are able to complete the requirements for graduation?

___ approximately 70 % or more
___ approximately 40-70%
___ approximately 20-40%
___ less than 20 %

19. What factors influence this group's decision to leave high school?

___ have completed program
___ enroll in other program
___ have gained necessary skills
___ have achieved own goals
___ employment
___ marriage/pregnancy
___ child care responsibilities
___ age restrictions
___ moved
___ lack of parental support
___ lack of friend/peer support
___ lack of academic preparation
___ feeling discouraged with own progress
___ legal problems
___ failed courses
___ financial reasons
___ welfare restrictions
___ other _____
_____

20. If these students leave high school, what other options are available to them?

___ entry level job
___ adult education/GED
___ vocational training
___ community college
___ JTPA (Job Training Partnership Act)
___ other _____
_____

21. Upon leaving high school, what do they actually do?

22. What proportion of these young adults work while studying?

Work Full-time	Work Part-time
___ approximately 70% or more	___ approximately 70% or more
___ approximately 40-70%	___ approximately 40-70 %
___ approximately 20-40%	___ approximately 20-40%
___ less than 20 %	___ less than 20%

23. Approximately what percent of this group attending your institution have problems with the law?

	over 70%	40-70%	20-40%	less than 20%
traffic tickets, licenses, etc.				
gambling				
stealing				
assault				
drugs/alcohol				
gang activity				
wife/child abuse				
other _____				
_____				

24. In which areas are there significant differences between males and females of this group?

___ educational level/preparation
___ family/home responsibilities
___ educational goals
___ need for early employment
___ family encouragement
___ family discouragement
___ child care responsibilities
___ expectations
___ financial demands
___ problems with the law
___ other _____
_____
___ none

Comments:

25. In which extracurricular activities do students in this age group participate?

___ clubs (please describe) _____
___ sports (please describe) _____
___ non-school activities (please describe) _____
___ other _____
_____

26. Please list the five main skills that young adult refugees need to be prepared for U.S. junior and senior high school.

27. List five topics which young adult refugees should know about.

28. List three attitudes that need to change, or misconceptions that need to be addressed.

29. What other suggestions would you life to make to the Overseas Refugee Training Program?

Survey on Young Adult Refugees Ages 17-22

Questionnaire for Young Adult Refugees

To the interviewer:

Thank you for assisting with this survey of 17-22 year-old Southeast Asian refugees. The purpose of the survey is to collect information about the resettlement decisions and experiences of young adult refugees in order to provide the most relevant pre-entry training possible. This questionnaire is being used as the basis for interviews with young adult Southeast Asian refugees in 10 cities across the U.S.

Please use this questionnaire as a guide when conducting the interview with refugee youth. Open-ended questions on this form have been designed to stimulate discussion. The check-lists of possible answers to particular questions are not all-inclusive. Please do not read the checklists aloud to the refugee, only use them as probing follow-up questions as necessary; mark all answers that are mentioned by the refugee and add any responses not listed. As an introduction to the refugee, we suggest the following:

- thank the young adult refugee for participating in the survey
- explain the purpose of the survey
- assure the refugee that all responses will remain anonymous.

1. How old are you?

_____ 17	_____ 20	_____ 23
_____ 18	_____ 21	_____ 24
_____ 19	_____ 22	_____ 25

2. How old were you when you arrived in the U.S.?

_____ 17	_____ 20
_____ 18	_____ 21
_____ 19	_____ 22

3. To which ethnic group do you belong?

_____ Vietnamese

_____ Lao

_____ Khmer

_____ Hmong

4. How many years of education did you have in Vietnam/Laos/Cambodia? _____

5. How many years did you work in Vietnam/Laos/Cambodia? _____

   In what profession? _____

6. Are you _____?

   _____ male

   _____ female

7. When you arrived in the U.S., were you _____?

   _____ single

   _____ married

8. If you were married upon arrival in the U.S. did you have children? no ____ yes _____. Did they accompany you?

   _____ no

   _____ yes

9. Are you now _____?

   _____ single

   _____ married

10. Do you now have children?

    _____ no

    _____ yes

    How many? _____

11. With whom do you live?

    _____ parents

    _____brother/sister

    _____uncle/aunt/cousins

    _____spouse/children

    _____ friends

    _____ alone

    _____other _____

12. Who/what are the primary sources of income in your family?

_____ father

_____ mother

_____ brothers/sisters

_____ uncle/aunt/cousins

_____ spouse

_____ self

_____ public assistance

13. If you contribute to the family's income, what percentage?

_____ less than 30%

_____ 30-70%

_____ 70-100%

14. When did you arrive in the U.S.? Month/year _____

15. Do you live in the city where you originally resettled or have you moved?

_____ originally resettled

_____ secondary migrant

16. If you moved, why did you move?

_____ family move

_____ to join friends

_____ to join family

_____ to join large refugee community/larger group of own ethnic group

_____ better employment opportunities

_____ better education opportunities

_____ better public assistance opportunities

_____ better climate

17. Did you study in first asylum camps in Southeast Asia?

_____ no

_____ yes

If yes, what, and for how long?

_____ ESL _____

_____ CO _____

_____ other _____

_____

18. Did you come to the U.S. from a Southeast Asian processing center?

_____ Yes

_____ No

If yes, which one?

_____PRPC, Bataan, Philippines

_____Phanat Nikhom, Thailand

_____Galang, Indonesia

If no, did you come through

_____ ODP

_____ other _____

_____

19. In the processing center, did you study in the _____?

_____ PASS program

_____ adult ESL/CO (English as a Second Language/Cultural Orientation) program

_____ WO/PET (Work Orientation/Pre-Employment Training) program

_____ other _____

_____

20. What did you do when you first arrived in the U.S. (in months 1-6)?

_____ attended high school

_____ attended community/junior college

_____ attended ESL classes (where? _____)

_____ attended vocational training

_____ studied for a GED

_____ worked

_____ worked and studied

_____ looked for job, but didn't find one

_____ did not work or go to school

_____ other _____

_____

21. During your first 6 months in the U.S., what factors most influenced you in the decision to:

work?

_____family encouragement

_____financial situation

_____ sponsor's advice

_____years of previous education

_____age

_____goals and ambitions

_____ineligibility for public assistance

_____didn't know about education opportunities

_____not interested in school

_____other _____

_____

study?

_____ family encouragement

_____ financial situation

_____ sponsor's advice

_____ years of previous education

_____ age

_____ goals and ambitions

_____ eligibility for public assistance

_____ didn't know about employment opportunities

_____ could not get a good job without better education

_____ other _____

_____

22. What did you do in months 7-18 after your arrival in the U.S.?

_____ attended high school

_____ attended community/junior college

_____ attended ESL classes (where? _____)

_____ attended vocational training

_____ studied for a GED

_____ worked

_____ worked and studied

_____ looked for job, but didn't find one

_____ did not work or go to school

_____ other _____

_____

23. During months 7-18 after arrival in the U.S., what factors most influenced you in the decision to:

work?	study?
_____family encouragement	_____ family encouragement
_____financial situation	_____ financial situation
_____sponsor's advice	_____ sponsor's advice
_____years of previous education	_____ years of previous education
_____ age	_____ age
_____goals and ambitions	_____ goals and ambitions
_____ineligibility for public assistance	_____ eligibility for public assistance
_____didn't know about education opportunities	_____ didn't know about employment opportunities
_____not interested in school	_____ could not get a good job without better education
_____other _____	_____ other _____
_____	_____

24. What did you do in months 19-24 after your arrival in the U.S.?

_____ attended high school

_____ attended community/junior college

_____ attended ESL classes (where? _____)

_____ attended vocational training

_____ studied for a GED

_____ attended a 4-year university/college

_____ worked

_____ worked and studied

_____ looked for job, but didn't find one

_____ did not work or go to school

_____ other _____

_____

25. During months 19-24 after your arrival in the U.S., what factors most influenced you in the decision to:

work?	study?
_____ family encouragement	_____ family encouragement
_____ financial situation	_____ financial situation
_____ sponsor's advice	_____ sponsor's advice
_____ years of previous education	_____ years of previous education
_____ age	_____ age
_____ goals and ambitions	_____ goals and ambitions
_____ ineligibility for public assistance	_____ eligibility for public assistance
_____ didn't know about education/ opportunities	_____ didn't know about employment opportunities
_____ not interested in school	_____ could not get a good job without better education
_____ other _____	_____ other _____
_____	_____

26. If you studied, how were you financially supported?

_____ self/part-or full-time work

_____ family

_____ grants/loans

_____ scholarships

_____ public assistance

_____ other _____

_____

27. When you first arrived, who helped you the most in finding out about school and other community resources? Please rank the 3 most important. (use 1 for the most important).

_____ sponsor

_____ voluntary agency

_____ MAA

_____ family

_____ friends

_____ peers

_____ others _____

_____

28. What kinds of responsibilities do you have at home?

_____babysitting

_____taking care of own children

_____shopping

_____cooking

_____cleaning

_____sewing

_____ interpreting

_____acting on behalf of the family

_____other _____

_____

29. Have home responsibilities conflicted with your school/work?

_____ no

_____ yes How? _____

_____

30. Have home responsibilities conflicted with your job?

_____ no

_____ yes How? _____

_____

31. What were the biggest problems for you at school or work in your first 6 months in the U.S.?

at school:	at work:
_____ learning/speaking English	_____ learning/speaking English
_____ not understanding rules and regulations	_____ not understanding rules and regulations
_____ interacting with teachers	_____ interacting with employers
_____ interacting with peers	_____ interacting with co-workers
_____ being/looking different	_____ being/looking different
_____ feeling overwhelmed by new demands	_____ feeling overwhelmed by new demands
_____ culture shock	_____ culture shock
_____ making friends	_____ making friends
_____ keeping regular attendance due to family demands	_____ keeping regular attendance due to family demands
_____ responsibilities at home	_____ responsibilities at home
_____ other _____	_____ other _____
_____	_____

32. What were some of the problems that happened later (months 7-18)?

at school:

_____ learning/speaking English

_____ not understanding rules and regulations

_____ interacting with teachers

_____ interacting with peers

_____ being/looking different

_____ feeling overwhelmed by new demands

_____ culture shock

_____ making friends

_____ keeping regular attendance due to family demands

_____ responsibilities at home

_____ other _____

_____

at work:

_____ learning/speaking English

_____ not understanding rules and regulations

_____ interacting with employers

_____ interacting with co-workers

_____ being/looking different

_____ feeling overwhelmed by new demands

_____ culture shock

_____ making friends

_____ keeping regular attendance due to family demands

_____ responsibilities at home

_____ other _____

_____

33. What were some of your misconceptions about work/study in the U.S.?

34. What do you want to do in the next 5 years?

35. What do you now believe is the best choice (school/work) for someone who arrives in the U.S. at the same age you did?

_____ high school

_____ other educational institution

_____ work

_____ work and study

_____ other _____

_____

36. With whom do you most frequently interact?

_____ members of own ethnic group

_____ other Southeast Asians

_____ members of other immigrant groups

_____ Whites

_____ Blacks

_____ Hispanics

_____ nobody/I stay home

_____ other _____

_____

37. What cultural misunderstandings have you had?

38. What do you and your friends do in your leisure time?

_____ sports
_____ school activities
_____ MAA/cultural activities
_____ practice language and dances of my culture
_____ temple/church activities
_____ music
_____ movies
_____ parties
_____ malls
_____ watch T.V.
_____ friends' houses
_____ stay home
_____ other

39. What other activities would you like to participate in? Why don't you?

40. What is the best thing that happened to you in the U.S.?

41. What is the worst thing that happened to you in the U.S.?

42. When you have a problem, where do you go for help?

_____ family _____ MAA _____ counselor

_____ friends _____ monk/priest _____ other

_____ sponsor _____ teacher _____ don't go to anyone

43. In what ways have your behavior, attitudes and beliefs changed since you arrived in the U.S.? Do you like these changes?

44. How has your family adjusted to life in the U.S.?

45. Were there any things you wished you had taken greater advantage of in the Refugee Processing Center (RPC) (Bataan, Philippines or Phanat Nikhom, Thailand) in Southeast Asia?

_____ attended more optional classes

_____ studied harder

_____ asked more questions

_____ sought help with personal concerns

_____ practiced speaking English more

_____ other _____

_____

46. What were 2 things that you learned in the RPC that you found most helpful?

47. What were 2 things that you were taught in the RPC that you found least helpful?

48. What would you recommend to be included in the RPC classes to better prepare Southeast Asian young adults for resettlement?

49. What advice would you give to other 17-22 year olds who are still in the RPC?

SURVEY ON YOUNG ADULT REFUGEES, AGES 17-22

QUESTIONNAIRE FOR EMPLOYERS

Thank you for volunteering to participate in this survey about 17-22 year-old Southeast Asian refugees who have recently arrived in the U.S. The purpose of the survey is to collect information about the resettlement decisions and experiences of young adult refugees in order to provide the most relevant pre-entry training possible. This questionnaire has been sent to employers in ten cities across the United States.

You may want to use this questionnaire to make your own notes as you prepare for your interview with a member of our field staff. As you will notice, the responses to the questions are not meant to be all-inclusive. Please add your own responses if the ones provided are not appropriate or sufficient. Since the patterns and trends in refugee resettlement do change over time, information based on your experiences with male and female employees in this age group within the last three years will be the most useful to program planners.

1. What is the business of your company?

2. What is your position in the company?

_____ supervisor/manager
_____ owner
_____ personnel officer
_____ other

3. Approximately how many refugees are employed by your company?

_____ less than 10
_____ 10-40
_____ more than 50

4. Approximately how many Southeast Asian refugees between the ages of 17 and 22 are employed by your company?

_____ less than 10
_____ 10-40
_____ more than 50

5. How long had refugees in this age group been in the U.S. when they were hired?

_____ less than 6 months
_____ 7-18 months
_____ more than 18 months

6. What kinds of jobs are refugees in this age group doing within your company?

7. Is there much chance for advancement in your company for refugees of this age group? If so, do they advance?

8. What qualifications do you look for when hiring refugees in this age group?

_____ English language ability
_____ appropriate skills
_____ previous work experience
_____ high school diploma /G.E.D.
_____ junior college/college study/degree
_____ vocational/technical training
_____ professional certification
_____ ambitious attitude
_____ other _____
_____

9. What percentage of your refugee employees in this age group also study part or full-time?

_____ more than 70%
_____ 40-70%
_____ 20-40%
_____ less than 20%

10. Do refugees in this group have opportunities to practice and improve English language skills on the job?

_____ many opportunities
_____ not so many opportunities
_____ very limited opportunities

11. Do refugees in this age group have particular problems on the job?

_____ understanding/using English
_____ learning the job
_____ understanding rules and regulations
_____ following directions
_____ adapting to/understanding the work culture
_____ fitting into employer/employee relationship
_____ relating well with co-workers
_____ other _____

_____

12. What specific strengths have refugees in this age group brought to your company?

_____

_____

_____

13. What have been your reasons for hiring refugees in this group? Please rank the 3 most important.

_____

_____

_____

14. What have been your reasons for firing refugees in this age group? Please rank the 3 most important.

_____

_____

_____

_____

_____

15. What are reasons that refugees in this group quit? Please rank the 3 most important.

_____

_____

_____

_____

_____

16. What would you recommend to refugees in this age group looking for their first job?

17. What recommendations would you make to refugees in this age group who are working at their first job?

18. What suggestions would you make to the pre-entry Overseas Refugee Training Program in Southeast Asia?